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ABSTRACT

This document is an annotated bibliography of print and World Wide Web-based health materials available in North America for use with adults whose literacy skills are limited. The section on materials presents entries describing the following materials: 17 publications providing background information about the links between health status and literacy, guidelines for teaching health with literacy in mind and vice versa, and background information about the literacy field and participatory educational methodologies; 8 publications devoted to how to assess and develop easy-to-read health education materials; 25 curricula, curriculum guides, and lessons; 29 readers (stories and fact books) on a variety of health topics for adults with limited literacy skills; and 15 bibliographies and databases of materials about the connections between health and literacy. Each entry includes the following elements: author; title; city, publisher, and year of publication; one or more sources for ordering the item; and an annotation that includes the item's page length, purpose, content, and key words. The section on agencies presents entries for 12 organizational resources and 18 publishers and distributors. Each entry includes the organization's name, address, and phone number and an annotation describing the organization's mission and the services it offers. Entries are indexed by subject, format, language, and reading level. (MN)

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ED 469 188

HEALTH AND LITERACY COMPENDIUM

An annoted bibliography of print and Web-based health materials for use with limited-literacy adults

Developed by World Education
in collaboration with the National Institute for Literacy
with a generous grant from Metropolitan Life Foundation

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An annoted bibliography of print and Web-based
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Researched and written by Cindy Irvine
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1999

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INTRODUCTION

This Compendium was written with two main goals in mind: to help literacy teachers and students find and use health information and to share literacy information and easy-to-read health materials with health professionals, community educators, and patients. The Health and Literacy Compendium includes over 80 citations to print and Web materials available in North America that cover:

1. The links between health status and literacy status
2. How to assess and develop easy-to-read health education materials
3. How to teach health with literacy in mind, and how to teach literacy using health content
4. Background information about the literacy field and "participatory" education methodologies
5. Curricula and materials on a variety of health topics for adults with limited literacy skills
6. Bibliographies and databases of easy-to-read or multilingual health information and brochures
7. Bibliographies and databases of materials, including journal articles, about the connections between health and literacy

Each citation includes a description of the material cited and how to order it. At the back of the Compendium is a list of key organizational resources; publishers and distributors in the health and literacy fields, many of whom produce easy-to-read and multilingual brochures and pamphlets; and indexes of the print and Web materials by subject, language, reading level, and document format.

The Web version of this Compendium, which will be regularly updated, is available at <http://easternlincs.worlded.org>. The Web version is searchable and includes direct links to the resources cited.

While the materials mentioned in the Compendium are all deemed to have value for health and literacy education, their inclusion in this work-in-progress does not constitute an endorsement of the work, nor a guarantee of the materials' accuracy.

BACKGROUND

The National Work Group on Cancer and Literacy was founded in 1992 by the National Cancer Institute and the AMC Cancer Research Center in order to raise awareness about the impact literacy has on health communication, and to expand research and practice on the health needs of adults with limited literacy skills. In 1996, recognizing literacy's impact on health problems in general, the National Work Group reformulated itself as the National Work Group on Literacy and Health. Also in 1996, three federal agencies, the National Cancer Institute (NCI), the Centers for Disease Control and Prevention (CDC), and the National Institute for Literacy (NIFL), all members of the National Work Group, came together as the "Intergovernmental Partnership on Cancer and Literacy." Out of this partnership and the National Work Group's efforts have come a number of recommendations for projects, including the recommendation to create this resource guide for health and literacy education.

The Health and Literacy Compendium is one resource guide for the health and literacy fields. While other resource guides are available, this guide tries to fill a unique niche by including the literacy curricula, student-generated materials, and Web sites commonly used by literacy educators, with the background research and the materials development information from the health field. The Compendium is meant to encourage teachers and health educators to think about ways to disseminate and make known to others the resources they find valuable. The Compendium is also meant to inspire people to create new materials, as gaps in the Compendium may represent gaps in information currently available in the field. The Compendium is available as a Web document on <http://easternlincs.worlded.org>. As a Web document, the Compendium is particularly well suited for regular updating.

CREDITS AND ACKNOWLEDGMENTS

The materials for the compendium have been gathered by members of the Health and Literacy Initiative (HLI) of World Education, located in Boston, Massachusetts. World Education has been collaborating with the National Institute for Literacy on this project. Project funding was provided by the Metropolitan Life Foundation.

Founded in 1951, World Education is a nonprofit organization with a historic focus on literacy, adult education, and health. Since 1989, World Education has been affiliated with John Snow, Inc., a health research, technical assistance, and training organization. World Education's Health and Literacy Initiative has also been active in the National Work Group since its inception.

The National Institute for Literacy was created in 1991 to coordinate federal literacy initiatives, disseminate information about literacy policy and practice, provide technical assistance regarding literacy initiatives, fund literacy research, and collaborate with existing agencies. In this capacity, the National Institute for Literacy has worked with World Education and the Metropolitan Life Foundation to create this annotated bibliography of resource materials about health and literacy.

Metropolitan Life Foundation was established in 1976 by Metropolitan Life for the purpose of supporting various educational, health, civic and cultural organizations. The Foundation provides financial support to non-profit organizations. The Compendium was made possible by a generous grant from Metropolitan Life Foundation.

World Education and the National Institute for Literacy have worked with representatives from the Intergovernmental Partnership on Cancer and Literacy and the National Work Group on this project. Representatives: Cathy Coyne from the Johns Hopkins School of Public Health, Jeannette May from the Centers for Disease Control and Prevention (CDC), Betty Spicher from the National Cancer Institute (NCI), and Carolyn Staley from the National Institute for Literacy (NIFL). The Compendium was developed by Cindy Irvine. World Education staff who contributed to the project include Jeff Carter, Sabrina Kurtz, Elizabeth Morrish, and Sally Waldron. Thanks also to those who responded via the NIFL-Health Listserv, and via a questionnaire and follow-up phone calls. A great deal was learned from our colleagues in the field.

MATERIALS SELECTION

Research for the Compendium involved both quiet reading and reaching out to people and organizations. Input was requested on the NIFL-Health Listserv regarding materials and organizations for inclusion. Letters were written and phone calls were made to the State Literacy Resource Centers (SLRC) and to selected literacy and health programs in the U.S. and Canada. Adult Basic Education (ABE) and English for Speakers Other Languages (ESOL) publishers were phoned, and the World Wide Web and two national databases — the Combined Health Information Database (CHID) and the Educational Resources Information Center Database (ERIC) — were searched for materials. Despite all these efforts, this bibliography does not include all available materials about literacy and health. This Compendium project tries to include a combination of key titles and obscure, little-known publications. The Compendium, as a work in progress, should be a tool for practical use, despite including merely a representative selection of the materials available in the field. The Web version of this Compendium will be updated to include other resources and materials, and will include direct links to materials and Web sites.

A variety of selection criteria were considered when compiling the Compendium. This collection focuses on curricula, readers, books, and Web sites, yet includes bibliographies that provide information about brochures or journal articles. Videos included are either guides for teachers or health videos with accompanying texts for classroom use.

Efforts have been made to ensure that materials included provide up-to-date information, are free from obvious stereotypes or judgmental tones, and are written in clear language. Only materials that are accessible, in print, and considered affordable in the United States are listed. The commercially produced health education curricula included were selected because they allow for student interaction and input into the curricula, promoting critical thinking skills.

HOW TO USE THIS BIBLIOGRAPHY

The materials selected for inclusion in this bibliography have been reviewed by members of World Education's Health and Literacy Initiative. However, checking the date of publication on any materials, and consulting with a health or literacy educator when using materials from outside one's field of study, is always wise.

The bibliography is divided into categories. Materials include: Background Information; Materials Development and Assessment; Curricula, Curriculum Guides and Lessons; Readers (Stories and Fact Books); and Bibliographies and Databases. Agencies include: Organizational Resources; and Publishers and Distributors. Materials are listed alphabetically by main entry (usually author) within each category. There are indexes at the back of the bibliography to help you find materials by health subject, language, reading level, or format. The agencies are not indexed. The formats include audiotape, student-created material, videotapes, and Web resources.

Within the annotations, the reading levels of curricula and readers are noted only when provided by the author or distributor. Some use descriptions based on class level, such as "GED." Others use "grade levels." While it is clear that reading at grade level nine is more advanced than reading at grade level four, many adult educators feel the term "grade level" leads to confusion, as it implies a stage in childhood

development. An adult may read at a particular "grade level," yet her or his knowledge base is radically different than that of a child's. Likewise, even children have varying reading abilities within the same class. The Reading Level Index can help with assessing appropriate audiences for various curricula and readers.

Some annotations include addresses, phone numbers, fax numbers, and Web addresses for ordering materials. Phone numbers for ordering are included for all annotations. Fax and Web addresses are included when available. Addresses are generally included, but not within the annotations for publishers with 800 numbers, so calling to confirm the price and availability of materials is always recommended.

To obtain the materials listed in the bibliography either: 1) Go directly to the Web site as listed; 2) Use the ordering information listed with the citation; or 3) Ask your public library to obtain copies for your reference. Note: Always confirm the price of a publication before sending a check, as shipping costs, taxes, or price changes are common.

DEFINITION OF TERMS

Educators in the field of adult education use a variety of terms and acronyms. Some of the terms you find referenced here or in some of the documents you encounter include:

Adult Education: Any education engaged in by adults.

Adult Literacy Education, or Adult Basic Education (ABE): Education for adults that teaches reading, writing, and math skills at a "basic," pre-high school level or education for adults from basic through high school level, including English for speakers of other languages.

Adult new readers or Beginning readers: Adults who are learning to read or have recently learned to read.

Clear language, Plain language, Easy-to-read, or Easy-to-understand: Terms used to describe materials written below an 8th grade reading level. These materials will usually use a large font, and will be formatted to include a lot of white space. There is also a subjective element to the use of these terms, as what is "easy-to-understand" or "plain language" will depend on the needs, background knowledge, and interests of the readers.

Competency-based education: Education designed to develop peoples' skills in concrete life skills or tasks, such as going to the doctor, finding child care, making an appointment, or reading a map.

Empowerment education, participatory education, or popular education: Education designed to help learners become agents for positive change in their own lives and in their communities; education within an atmosphere of respect between teachers and learners that encourages student-teacher partnerships in shaping the classroom experience.

English as a Second Language (ESL), English for Speakers of Other Languages (ESOL), or English as a Foreign Language (EFL): Instruction for immigrants, refugees, and other adults who want to learn to speak, read, and write English.

Functional competency levels: Functional competency levels measure people's ability to perform literacy tasks needed to fully participate in society. Functional competency is assessed through reading, writing, and computing tests which are then grouped into levels, with level 1 being the lowest functioning and level 5 being the highest. Functional competency levels are used in U.S. government literacy surveys and are becoming more popular than traditional "grade levels" for assessing adult's literacy.

Grade level or Reading level: A term used to indicate the average reading skill expected each year of school in the U.S. public school system. When used to describe adult reading ability, grade levels fail to take into account life experiences and knowledge of certain topics which may make high-level vocabulary familiar. People will sometimes assess and then use a grade level to describe the reading ease or difficulty of a print material.

General Educational Development (GED), High School Equivalency (HSE) or Adult Secondary Education (ASE): Education for adults that leads to the acquisition of skills considered the equivalent of the skills of someone with a high school diploma.

Literacy: The ability to use reading and writing to get information. This definition is purposefully broad, as controversy exists around the concept of literacy. Using a grade level definition, people who read at the 5th grade level or above are considered literate. People who can read at the 4th grade level or below may be considered "functionally illiterate." Those who can read between the 5th and 8th grade levels may be considered "marginally literate."

Low literacy or limited literacy: The inability to read or write above a 7th grade reading level, which would make it hard to perform daily, necessary tasks on the job and in society.

LONG-TERM PLANS

Because the Compendium is a work in progress, your feedback is greatly appreciated and will be used. As you read through the Compendium, consider the following questions:

- What other materials, in print or on the Web, should be included?
- What other organizations or agencies should be included?
- What Web sites did you try to view, but could not?
- What materials did you try to purchase, but could not?
- What changes would you like to see made?

To have your input integrated into the online updates, please send your comments to World Education's Health and Literacy Initiative 44 Farnsworth Street; Boston, MA 02210-1211; or phone Sabrina Kurtz or Elizabeth Morrish at (617) 482-9485; or send e-mail to<Skurtz@worlded.org> or <Emorrish@worlded.org>.

Or, join in the discussion about health and literacy issues that has been ongoing on the NIFL-Health Listserv since 1996. Sponsored by the National Institute for Literacy, the NIFL-Health Listserv is an electronic discussion group linking literacy practitioners, health educators, medical providers, researchers, policy makers, and other interested parties. To join this Listserv, send e-mail to: listproc@novel.nifl.gov (no subject necessary). In the body of the message write: subscribe nifl-health yourfirstname yourlastname. Example: subscribe nifl-health Mary Doe. You can also search old messages posted to the NIFL-Health Listserv by using the LINCSearch page at <http://www.nifl.gov/forums.html> for NIFL-sponsored listservs.

MATERIALS

BACKGROUND INFORMATION ABOUT HEALTH AND LITERACY

The materials included in this section cover adult education techniques, describe the links between health status and literacy status, and uncover myths and cultural stereotypes about "illiteracy" and health care. Books are included to familiarize people with the philosophy of "participatory" or "popular" education, a technique that works well for helping people not only learn health facts but to actually incorporate healthy changes into their lives. Reports included look at adult literacy programs that integrate an "empowerment" approach to health in their classrooms. Other titles cover the important research linking limited literacy to lower health status. A few titles provide concrete how-to information for those wishing to bring health into their adult literacy classrooms or for those working with limited-literacy populations. There are also background works that look at the issue of culture: how culture shapes our view of health and our health care needs, and how culture shapes our relationship to literacy.

These background materials are either books or reports. For journal literature, see the section titled Bibliographies and Databases. Many of the materials listed there will provide citations to journal literature about health and literacy.

Auerbach, Elsa.
Making Meaning, Making Change: Participatory Curriculum Development for Adult ESL Literacy.
McHenry, IL: Delta Systems, 1992.

Available from: Delta Systems; phone (800) 323-8270; $16.95.

This 132-page curriculum guidebook invites readers to share their experiences and assumptions about literacy, and to work together to investigate new ways of teaching. Elsa Auerbach documents the University of Massachusetts Family Literacy Project. In this project, adult ESOL literacy teachers and students collaborated on a literacy curriculum relevant to students' life experiences. Included are strategies for learning about student concerns, and tips on developing curriculum based on student themes. Examples range from conducting oral histories and student-led research to using photos in the classroom. Included are chapters on how to use the literacy classroom as a site for students to gain confidence and skills to make positive changes in their lives, and how to evaluate the success of a curriculum. A bibliography is also included.

KEYWORDS: Literacy education, learner-centered/Oral history

Brandes, Wendy L., et al.
Literacy, Health, and the Law: An Exploration of the Law and the Plight of Marginal Readers Within the Health Care System: Advocating for Patients and Providers.
Philadelphia: Health Promotion Council of Southeastern Pennsylvania, Inc., 1996.

Available from: Health Literacy Project; Health Promotion Council; 311 S. Juniper Street, Suite 308; Philadelphia, PA 19107; phone (215) 546-1276; fax (215) 545-1395; $20.

This 75-page publication is directed to health professionals who bear responsibility for consumer education, and can be an enlightening piece for adult literacy educators who want to learn more about the concerns of the health care community. Part one covers legal considerations, such as the case law about informed consent and risk communication when communicating with health care consumers who have limited literacy skills. Part two makes recommendations for system-wide changes and for changes that individual providers can make in order to improve communication with health care consumers who have limited literacy skills. Copies of the Rapid Estimate of Adult Literacy in Medicine (REALM), SMOG Readability formula, and the FRY Readability Graph are included, as are key background literature references.

KEYWORDS: Health education/Law/Reading — Ability testing

Breen, Mary J.
Partners in Practice: The Literacy and Health Project Phase Two August 1990-October 1992: Summary Report.
Toronto: Ontario Public Health Association, 1993.

Available from: Ontario Public Health Association; 468 Queen Street, E., #202; Toronto, Ontario M5A 1T7 CANADA; phone (416) 367-3313; $10.

This 30-page Canadian report provides valuable information for people interested in forging collaborations between health and literacy initiatives. The report: 1) summarizes the link between health status and literacy status; 2) describes Phase Two of the Literacy and Health Project; and 3) discusses some of the advantages and problems of using "clear language." Some of the reasons given for the correlation between limited literacy and low health status include restricted access to health information and restricted access to safe, meaningful, well-paid employment. The goals of Phase Two of the Literacy and Health Project included: 1) writing a position paper on literacy and health; 2) fostering community and individual health and literacy partnerships; and 3) establishing a clearinghouse for literacy and health information. The position paper describes the extent of people's reading problems in Canada, the detrimental effect these have on people's health, and what a commitment to equal access to health and information would mean for Canadians. The section on community collaborations includes a description of what health, literacy, and community people learned from each other, and describes materials development using community members, not just literacy or health experts, as field testers. The report ends with some recommendations for continued work to address literacy and health problems. It includes a bibliography.

KEYWORDS: Health status/Literacy — Research/Literacy — Social aspects

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Canadian Congress for Learning Opportunities for Women.
Isolating the Barriers and Strategies for Prevention.
Toronto: Canadian Congress for Learning Opportunities for Women, 1995.

Available from: Canadian Congress for Learning Opportunities for Women; 47 Main Street; Toronto, Ontario M4E 2V6 CANADA; phone (416) 699-1909; fax (416) 699-2145; $11.

This 85-page document, intended for adult educators, looks at the ways violence in women's lives affects their ability to learn, and strategies for making women's classroom experiences safer in order to help women learn. Also included are reports from workshops held in four parts of Canada and women's personal narratives about how violence has affected their lives. A bibliography is included.

KEYWORDS: Domestic violence/Lesbians/Literacy — Social aspects

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Doak, Cecilia C., Leonard G. Doak, and Jane H. Root.
***Teaching Patients With Low Literacy Skills.* 2d ed.**
Philadelphia: Lippincott Co., 1996.

Available from: J. B. Lippincott Co.; phone (800) 777-2295; $27.95.

Written for health care providers and educators, this 212-page book describes the extent and nature of people's struggle with reading in the United States and how to convey health information despite the barrier of limited literacy. A classic in the field, this book is also of value to literacy educators. The book covers educational theories about how adults learn; tips for teaching; how to test the literacy skills of patients; how to assess the suitability of health education materials; how to write and create visuals for easy-to-understand information; how to test and revise materials once they are created; and how to teach using technology.

A copy of the REALM test is included. Included here is the Doak's Suitability Assessment of Materials (SAM) instrument. SAM provides a detailed way to assess the content, literacy demand, graphics, layout and typography, learning stimulation, and cultural appropriateness of materials. SAM has been tested with 172 health care providers from several cultures.

KEYWORDS: Health education/Materials assessment/Materials development/
Reading — Ability testing

Freire, Paolo.
Education for Critical Consciousness.
New York: Continuum Publishing Company, 1973.

Available from: Continuum Publishing Company; phone (800) 561-7704; $15.95.

This 164-page book includes two essays by Paolo Freire, the man who introduced the problem-posing technique of popular education to the United States. The essays are Education as the Practice of Freedom and Extension or Communication. The first essay is about Friere's work in Brazil with "illiterates," that explains his process of using "culture circles" and "generative words" instead of the traditional teacher-led learning processes to teach adult literacy. Crucial to his work is the idea of teaching people to have a "critical attitude" toward the world, so that they can make sense of their world and find ways to change it or take action. Included in the appendix are the drawings he used in his "culture circles" and the 17 "generative words" for his work with peasants in Brazil. While the prose can be dense, it presents the origins of the popular education or participatory education techniques which have worked so well in the United States with teaching health in literacy settings.

KEYWORDS: Literacy education, learner-centered

Hohn, Marcia Drew.
Empowerment Health Education in Adult Literacy: A Guide for Public Health and Adult Literacy Practitioners, Policy Makers and Funders.* [Print and online versions] *Literacy Leader Fellowship Program Reports: Vol. III, No. 4, Part A.
Washington, DC: NIFL, 1998.

Available at: <http://www.nifl.gov/hohn/HOHN.HTM>; free.

Also available in print from: National Institute for Literacy; 800 Connecticut Avenue, NW; Washington, DC 20202-7560; phone (800) 228-8813; free.

This 151-page, large print report was written for public health and adult literacy practitioners, policymakers and funders. It begins with a discussion of the connections between literacy level and health status. It includes a description of the research process engaged in by the author, who examined a health promotion project taking place in an adult education program. The project used a participatory approach: a team of adult literacy students set the agenda for what topics to research and how to teach the material to others. The research itself was designed as action research with the students having a say in setting the research parameters. The author describes two education campaigns of the team: one on early detection of breast, cervical, and testicular cancer, and one on family violence. She includes some proposed implications for policy and funding. The report concludes with suggestions for adult literacy practitioners and health practitioners interested in using an "empowerment" methodology to teach health issues with limited literacy audiences. It includes an extensive bibliography.

KEYWORDS: Action research/Health education/Literacy education, learner-centered

Horsman, Jennifer.
Something in My Mind Besides the Everyday.
Toronto: The Women's Press, 1990.

Available from: InBook Distributors; phone (800) 626-4330; $13.95.

The author of this 238-page study set out to challenge the myths of illiteracy by listening to women's accounts of their own lives. In the process she has written an enlightening book for literacy and health workers alike. She interviewed 23 women participating in literacy and training programs and 10 workers in these programs in 1986 in rural Nova Scotia. She examines some of the myths about illiteracy such as literacy will automatically improve lives; "illiterates" can't think abstractly or use logic; and women are to blame for their own illiteracy. She identifies social structures that support the myths of illiteracy, including the ways in which the media creates an artificial division between "illiterates" and "literates"; lumps all people who can't read into a homogeneous group; and imposes "standard" English as superior to other forms of speech or writing. Horsman notes that while there is talk in the media about how many people can't read, social structures are still set up as if everyone can. She also looks at how women labeled as "illiterate" both resist the dominant discourse by refusing to be labeled as "stupid," and how they define their literacy needs in contrast to what the literacy programs think they need. The author makes a powerful case for valuing these womens' experiences and recognizing that many left school for complex reasons rather than lack of motivation.

KEYWORDS: Literacy — Research/Literacy — Social aspects/Rural populations/ White ethnic communities

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LaMachia, Joan and Elizabeth Morrish.
Ideas in Action: Participatory Health and Literacy Education With Adults: Discussion Guide for Adult Basic Education and Literacy Instructors, Health Educators and Others. **[Discussion guide and video]**
Cambridge, MA: MCET, 1996.

Available from: Jack Casey; Massachusetts Corporation for Educational Telecommunications; One Kendall Square, Building 1500; Cambridge, MA 02139-1562; phone (617) 252-5700; fax (617) 252-5709; <www.mcet.edu>; $99.95.

This approximately 80-page guidebook for literacy and health educators describes several methods of participatory education, and gives examples of how a participatory methodology can be used to teach health. It addresses some of the concerns teachers may have about using health content or participatory teaching techniques. Included are samples of student-created products, and writings by teachers describing their personal feelings about this type of health and literacy education. A short annotated bibliography is included. A listing of organizational resources in Massachusetts is included, but is becoming outdated. Examples of successful participatory health and literacy projects in Massachusetts adult education programs are featured in the video.

KEYWORDS: Health education/Literacy education, learner-centered

Norton, Mary and Pat Campbell.
Learning for Our Health: A Resource Book for Participatory Literacy and Health Education.
Edmonton, AB: The Learning Centre Literacy Association, 1998.

Available from: The Learning Centre; 10116 105 Ave.; Edmonton, Alberta T5H 0K2 CANADA; phone (403) 429-0675; fax (403) 425-2205; <learningcentre@compusmart.ab.ca>; cost not yet determined.

This forthcoming book is a resource for people in literacy programs, public health centers, and community agencies interested in conducting workshops on health issues using a participatory teaching style. It was developed with women in an adult literacy program, and includes workshop outlines on topics such as stress, saying no, anger, eating patterns, menopause, and living with welfare incomes. The introduction discusses the relationships between health and literacy, describes the participatory process and perspectives used in the workshops, and includes comments about applying the process in practice.

KEYWORDS: Health education/Literacy education, learner-centered

Perrin, Burt.
Literacy and Health: Making the Connection: The Research Report of the Literacy and Health Project, Phase One: Making the World Healthier and Safer for People Who Can't Read.
Toronto: Ontario Public Health Association, 1990.

Available from: Ontario Public Health Association; 468 Queen Street East, Suite 202; Toronto, Ontario M5A 1T7 CANADA; phone (416) 367-3313; $10.

This 60-page report explores the relationship between literacy and health; looks at what is being done to enable people with limited literacy skills to live healthier and safer lives; and makes some proposals for the future. The authors reviewed health data; reviewed literature across areas including medicine, education, and poverty research; sent a brief questionnaire to health and literacy organizations; and conducted case studies. The report describes the direct and indirect impact of illiteracy on health, ranging from incorrect use of medications to stress and low self-esteem. It details Canada's level of awareness of the problems resulting from illiteracy—over 20 percent of their survey respondents reported not being aware of a connection. Finally, it discusses potential solutions such as: 1) a commitment to the reduction of health inequities and a reduction of illiteracy by teaching people to read; 2) heightened awareness within the health community; 3) working together with communities in need of health and literacy services; 4) provision of health information other than via the written word; and 5) simplifying written information about health. It includes a bibliography and lists priorities for future research.

KEYWORDS: Health status/Literacy — Research/Literacy — Social aspects

Purcell-Gates, Victoria.
Other People's Words: The Cycle of Low Literacy.
Cambridge, MA: Harvard University Press, 1995.

Available from: Harvard University Press; phone (800) 448-2242; $17.50.

This 242-page case study of an urban white Appalachian family traces two years in the mother and son's struggle to learn to read. The author writes an engaging story in which she describes some of the cultural barriers for literacy acquisition and details the steps she feels are necessary to make learning to read and write make sense to people who live in an oral-based culture.

KEYWORDS: Literacy — Research/Literacy — Social aspects/Urban populations/White ethnic communities

Sauerhaft, Beth and Marty Williams.
Who Holds the Mirror?: The Mural, Oral Histories, and Pedagogy of the Breast Cancer Oral History Action Project.
[S.l.]: Wendy Earl Productions, 1998.

Available from: Peppercorn Books and Press; P.O. Box 693; Snow Camp, NC 27349; phone (336) 574-1634; fax (336) 376-9099; $10.

This 100-page report is a companion piece to a traveling mural, Who Holds the Mirror? but is valuable on its own as well. The report has information of interest for a diverse audience of literacy educators, policymakers in the fields of health and literacy, adult education students, and community activists. It describes the process of bringing literacy students together to conduct action research into the breast cancer epidemic. It includes a description of the people included in the mural and the ideas embodied in the mural. Over half of the pages of this publication are devoted to the oral histories of women who have had breast cancer. The oral histories were gathered by women conducting action research as part of a literacy class. They chose to interview low-income women and women of color, who are generally ignored in mainstream accounts of breast cancer. Some of the oral histories are in English, some in Spanish, and others in Chinese. The report includes a selected listing of health, environmental, literacy and community organizations to help people who want to do similar work.

KEYWORDS: Action research/Breast cancer/Literacy education, learner-centered/Oral history/People of color

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Schultz, Marilou and Miriam Kroeger.
Teaching and Learning With Native Americans: A Handbook for Non-Native American Adult Educators.
Phoenix: Arizona Adult Literacy and Technology Resource Center, 1996. [Online] 17 November 1998.

Available at: <http://literacynet.org/linksadedlit.html> Scroll to "Curriculum and Resource Materials"; free.

This approximately 23-page Web site was compiled from the Four Winds Walk in Balance on Mother Earth Curriculum Guide for the Arizona Adult Literacy and Technology Resource Center, Inc. It includes guidelines for working with Native Americans in adult education settings, including issues such as how to find "teachable moments," how to look at the interconnectedness of knowledge, and how to respect others' cultures. The focus is on Navajo Indians living in Arizona, but the principles described are generally applicable. It includes information about cultural aspects of substance abuse; aging; barriers to accessing health services; and emotional and psychological issues. The link to this site has changed several times over the past few months. If it is hard to find, try contacting the Arizona Adult Literacy and Technology Resource Center at (602) 265-0231.

KEYWORDS: Aging/Intercultural communication/Mental health/Native Americans/Substance abuse

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Spector, Rachel E.
***Cultural Diversity in Health and Illness.* 4th ed.**
Stamford, CT: Appleton and Lange, 1996.

Available from: Appleton and Lange; phone (800) 423-1359; $36.95.

While directed primarily toward health professionals, this 407-page textbook includes a wealth of information that could help adult educators understand the health care beliefs of their students. Unit One helps health care providers become aware of their own beliefs about health and illness. Unit Two focuses on problems encountered by clients when using the health care system and ways in which medicine has become an instrument of social control. Included is a description

of alternatives to the allopathic tradition, including "magico-religious" alternatives. Unit Three includes chapters on how different communities—including African Americans, Asian Americans, Latin Americans, Native Americans, and Whites—view and experience health and illness. Extensive bibliographies and organizational resources are included.

KEYWORDS: African Americans/Alternative medicine /Asian Americans/Intercultural communication/Latin Americans/Medical care — Political aspects/Native Americans/ White ethnic communities

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Szudy, Elizabeth and Michele González Arroyo.
The Right to Understand: Linking Literacy to Health and Safety Training.
Berkeley: Labor Occupational Health Program, University of California, 1994.

Available from: Labor Occupational Health Program; Attn: Publications; 2223 Fulton Street, 4th Floor; Berkeley, CA 94720-5120; phone (510) 642-5507; $20.

This 200-page manual uses clear language and illustrations to introduce health and safety trainers to the experiences and training needs of workers with limited literacy skills. The materials are adaptable for ESOL students. Literacy instructors will find ideas, such as using skits, drawing maps, or using visuals to spark discussion, for introducing occupational safety into the classroom. It provides facts and personal stories to illustrate the need for training programs aimed at participants with a range of literacy skills. It provides trainers with tools and practical tips for developing materials and programs for people with limited literacy. The chapters cover facts about literacy, health and safety; workers' stories about struggling with reading; how to conduct a needs assessment of people's literacy skills and how to test people's knowledge of health and safety issues; how to develop easy-to-read materials; how to evaluate the readability of materials; how to conduct trainings that will work well for people with a range of literacy skills; and how to encourage and support others in doing literacy and health work. Additional resources are included. In developing this manual, the authors consulted with a large number of literacy experts, held focus groups with workers, and worked as literacy tutors to get a more in-depth understanding of the issues they describe.

KEYWORDS: Materials development/Needs assessment/Occupational health and safety/ Reading — Ability testing/Training methods

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Vella, Jane.
Learning to Listen, Learning to Teach.
San Francisco: Jossey-Bass, 1994.

Available from: Jossey-Bass; phone (800) 956-7339; $18.95.

The author of this 200-page book describes twelve principles of adult education using stories from her personal experience around the world teaching everybody from doctors to workers in refugee camps. Vella wrote this book for administrators and teachers, health educators, and physicians — anybody who works with adult learners. Examples of some of the principles include allowing the learner to be a decision maker; promoting open communication; including learners in setting goals and assessing needs; honoring cultural perspectives; teamwork; learning through doing and feeling; and making the teacher accountable to the students.

KEYWORDS: Intercultural communication/Literacy education, learner-centered

MATERIALS DEVELOPMENT AND ASSESSMENT

There has been an explosion in recent years of good information about how to develop and assess easy-to-read health education materials. Included here are just a few titles that should help people get started with the process of creating or assessing "audience-centered" health education materials. These materials are either books or short guides. For journal literature, see the section titled Bibliographies and Databases. Many of the materials listed there will provide citations to journal literature about materials development and assessment. Other books on the topic are included in the section titled Background Information, as they cover a broader spectrum of information than just materials development and assessment.

AMC Cancer Research Center.
***Beyond the Brochure: Alternative Approaches to Effective Health Communication.* [Print and online versions]**
Denver: AMC Cancer Research Center, 1994.

Available at: <www.cdc.gov/cancer/nbccedp> Click on "Publications"; look under "Publications on Breast and Cervical Cancer"; free.

Also available in print from: Division of Cancer Prevention and Control; National Center for Chronic Disease Prevention and Health Promotion; Centers for Disease Control and Prevention; 4770 Buford Highway, NE, MS K-64; Atlanta, GA 30341-3717; phone (770) 488-4751; free.

This 67-page guidebook is a classic in the field about sharing health information in a variety of formats with people with limited literacy skills. It describes how to get to know one's audience; how to involve the audience in adapting and creating materials such as photonovellas (dialogue with photos), theater, and audiovisuals; and how to pretest materials. It was written for people working with limited literacy and oral-culture audiences. It includes an extensive list of literature and organizational resources for further information. It was produced in cooperation with and supported by the Centers for Disease Control and Prevention.

KEYWORDS: Health education/Materials development

Dean, Deborah H.
Clearing the Smoke: A Guide to Developing Effective Tobacco Education Materials.
Boston: Massachusetts Tobacco Education Clearinghouse, 1994.

Available from: MTEC; 44 Farnsworth St.; Boston, MA 02210-1211; phone (617) 482-9485; $8.

This 76-page guide was written for programs that are seeking to develop educational materials for use in their tobacco control initiatives. The purpose of the guide is two-fold: first, to suggest an overall approach to materials development, and second, to provide specific and practical tips and techniques for each phase of the materials development process. The manual focuses on the development of print materials only. It advocates an "audience-centered" approach to materials development. The initial chapters cover: getting to know your audience; developing a concept for the project; writing and designing the product; pretesting, revising, and printing the product. Additional chapters explain how to develop materials for specific age groups, diverse cultural communities, and limited literacy audiences. There is also information about how to have materials translated. It includes bibliographic and organizational resources for further information.

KEYWORDS: Materials development/Smoking

Fabel, Elizabeth.
Assessing Health Education Videos: Guidelines for Health Educators and Trainers.
Boston: World Education, 1994.

Available from: World Education; 44 Farnsworth Street; Boston, MA 02210-1211; phone (617) 482-9485; $5.

This 16-page guide, designed as part of the Health Education and Adult Literacy Project, could be useful for adult literacy educators or health educators. The purpose of the guide is to offer sample review criteria for videos that takes into consideration the needs of people with limited literacy or non-English speaking audiences. It describes briefly why the use of videos can be helpful and why assessment is important. It also includes sample assessment forms from the Philadelphia WIC Program, the Maternal and Child Health Division of the City of Philadelphia's Department of Health, and from Health Care for the Homeless's Information Resource Center.

KEYWORDS: Health education/Materials assessment/Videotape recordings

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Merson, Martha.
Clues for the Clueless: A Beginner's Guide to Making a Video.
Boston: World Education, 1995.

Available from: World Education; 44 Farnsworth Street; Boston, MA 02210-1211; phone (617) 482-9485; $6.

This 28-page guide describes how one ABE/GED class created a video as part of a project about breast and cervical cancer early detection. The author of this publication was a novice videomaker when she began teaching. In this publication, she discusses how to use video to allow students to voice their perspectives; how to use video to assess students' learning; how to ask students whether they want to make a video; how to develop a story line; what kinds of issues might arise when doing a video; and how to proceed with one's first video project.

KEYWORDS: Materials development/Videotape recordings

National Cancer Institute.
Clear and Simple: Developing Effective Print Materials for Low-Literate Readers. **[Print and online versions]**
Bethesda, MD: National Cancer Institute, 1994.

Available at: <www.nci.nih.gov> Click on "Information for Patients, Public, and the Mass Media"; choose "Public"; under "Community and Education Resources," choose "Program Planning Publications"; free.

Also available in print from: National Cancer Institute; phone (800) 422-6237; free.

This guidebook was developed to assist writers in communicating effectively with limited literacy audiences using print materials. It includes the ideas of communication experts from diverse Department of Health and Human Services' agencies. The major themes include defining the target audience for materials; conducting target audience research; developing a concept for the product; developing the content and visuals; and pretesting and revising the product. A list of organizational resources and limited literacy publications and software is included. The book includes examples of easy-to-understand information and illustrations from print publications, and is itself a good example of a "clear and simple" product.

KEYWORDS: Health education/Materials development

Root, Jane and Sue Stableford.
Write It Easy-to-Read: A Guide to Creating Plain English Materials (especially for the Medicaid Market).
Biddeford, ME: Maine AHEC Health Literacy Center, 1998.

Available from: Maine AHEC Health Literacy Center; University of New England; 11 Hills Beach Road; Biddeford, ME 04005; phone (207) 283-0170 x2337; $15.

This 74-page document, for people who write health materials for health care consumers, presents step-by-step guidelines and examples of how to "Write it easy-to-read." The reader will find here: a brief overview of the health literacy problem in the United States; samples of original HMO materials, and rewritten, easy-to-read versions; advice about using readability formulas with material that requires the use of complex names for diseases or agencies; layout and graphic considerations; how to field test materials; and who to contact for easy-to-read materials and clip art.

KEYWORDS: Materials assessment / Materials development / Reading — Ability testing

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Rosenblum, Laurie B.
Assessing Breast and Cervical Cancer Education Materials for Literacy Level and Cultural Appropriateness.
Boston: World Education, 1995.

Available from: World Education; 44 Farnsworth Street; Boston, MA 02210-1211; phone (617) 482-9485; $10; forthcoming on the Web in 1999.

This 55-page guide presents information and tools for assessing print materials on breast and cervical cancer early detection for literacy level and cultural appropriateness. The principles are applicable for the selection of health education materials on any topic, but the examples presented are all about cervical and breast cancer early detection. The examples include drawings as well as text. Topics covered include background information about the need for culturally appropriate, limited literacy materials; considerations in assessing materials; and methods for the assessment. The appendices include a copy of the SMOG readability formula; sample assessment guidelines from public health agencies; guiding questions for people participating in focus groups assessing materials; and a bibliography.

KEYWORDS: Breast cancer/Cervical cancer/Materials assessment

Zimmerman, Margot et al.
***Developing Health and Family Planning Print Materials for Low-Literate Audiences: A Guide.* Rev. ed.**
Seattle: Program for Appropriate Technology in Health, 1996.

Available from: PATH; 1990 M Street, NW; Washington, DC 20036; phone (202) 822-0033; $8 (free to developing countries).

This 64-page manual was developed for health educators in order to teach how to develop health and family planning print materials for limited literacy audiences. While examples given are geared toward an international audience, the content is relevant to the creation of materials for domestic use also. Topics covered include determining the target audience; planning a project; conducting focus group discussions; developing key messages; producing materials; pretesting and revising materials; and finally, printing, distributing, and evaluating the product. There are a bibliography and list of organizations to contact for further information. Many illustrations are included as examples of good health communication work. Also included is a helpful description of "visual literacy," the ability to decode and understand pictures.

KEYWORDS: Contraception/Health education/Materials development

CURRICULA, CURRICULUM GUIDES, AND LESSONS

Some of the curricula included here were intended for use in literacy classrooms; other curricula were developed to teach health to adults in community settings. All of the materials were written by people aware of the need for easy-to-understand health information.

Several criteria used for selecting these curricula came recommended by ABE and ESOL teachers. Included are materials that teach basic skills, such as grammar or spelling, as well as health content. For the most part, student writings are included only when they are accompanied by teacher commentary about how to use the materials. A few curricula help with the assessment of learner interests and needs regarding health. Others attempt to develop critical thinking skills, as caring for one's health or the health of one's family requires a person to assess options and make decisions for her or himself.

The reading levels of curricula are noted only when provided by the author or distributor. The Reading Level Index can also help with assessing appropriate audiences for various curricula.

The majority of these curricula are in English. For multilingual materials about a particular health issue, see the Language Index or the section titled Bibliographies and Databases. Many of the materials listed under Bibliographies and Databases will provide citations to limited literacy multilingual brochures and pamphlets.

Other curriculum guides are included in the section titled Background Information, as they cover a broader spectrum of information than the curriculum guides included here.

Barnes, Cheri.
***Lesson 1: Mammograms. Lesson 2: Pap Tests.* [Student booklet and teacher's guide]**
Take Charge of Your Health!
Lexington, KY: Kentucky Cancer Program, 1993/1996.

Available from Kentucky Cancer Program; Lucille Parker Markey Cancer Center; 800 Rose Street; Lexington, KY 40536-0098; phone (606) 323-6541; free.

These two booklets, each 25 pages, were developed for adult new readers in Kentucky, but include valuable information for all women. The materials were designed to encourage early cancer detection using accurate and culturally sensitive materials for people from Kentucky who cannot read above an eighth grade level. Literacy tutors, nurses, community workers, and health educators provided ideas that helped shape these booklets. The booklets follow facts about mammography and Pap tests with short stories and thought-provoking follow-up questions. Both simple line drawings and clear black and white photos enhance the work. The 85-page teacher's guide could be used in adult education settings or by health care providers, but it was designed to teach health content, not grammar, reading, or writing. It includes the text from the two booklets in the *Take Charge of Your Health!* series plus instructional techniques to be used on each page. It includes a glossary and phone numbers for more information. Also available are the two videos: *For Your Peace of Mind, Get a Mammogram* and *Woman Talk: A Story Promoting Cervical Health.* These videos, while directed at Kentucky women, are great models of how to create relevant materials for one's target community.

KEYWORDS: Breast cancer/Cervical cancer/Mammography

Bovin, Madeline L.
Who Has the Right?: Jigsaw Unit.
Lewiston, NY: Full Blast Productions, 1993.

Available from: Full Blast Productions; Box 1297; Lewiston, NY 14092-8297; phone (905) 468-7558; fax (905) 468-5706; $15.95.

This 35-page curriculum is designed for ESOL or ABE classrooms with readers at different ability levels, ranging from grades six-10, in the same class. (Jigsaw units are curriculums

designed for multi-level students working together.) Student collaboration is required, thus helping the students to become active participants in the learning process. The purpose of the curriculum is to help people improve their reading skills, but discussion and writing are also part of the curriculum. The curriculum includes readings and activities that cover four perspectives on abortion: pro choice, pro life, a wife and mother, and a husband and father.

KEYWORDS: Abortion

California Distance Learning Project.
***Lifelong Learning Online.* 1996-1997. [Online] 5 October 1998.**

Available at: <http://www.otan.dni.us/cdlp/lllo/home.html>; free.

This interactive Web site links to short readings with multiple choice exercises and vocabulary designed for adult learners. Useful for teachers using technology in the classroom, this is also a good starting point for students doing their own research or for patients interested in basic facts. Topics covered include Alzheimer's disease, smoking, domestic violence, child safety, poison prevention, skin cancer, alcohol abuse, AIDS, attention deficit disorder, medical insurance, and more. There are currently no plans to update these materials or to continue adding materials.

KEYWORDS: AIDS/HIV/Alzheimer's disease/Child safety/Domestic violence/Substance abuse

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Carman, Priscilla S., Barbara Van Horn and Margaret Grumm.
***Rosalie's Neighborhood.* [Kit]**
Washington, DC: National Health & Education Consortium, 1997.

Available from: National Institute for Literacy Clearinghouse; CEGA Services, ATTN: Lisa; 3900 Industrial Avenue; Lincoln, NE 68504; phone (202) 632-1500; fax (402) 464-5931; free.

Forthcoming for free on the EasternLINCS Web site at: <http://easternlincs.worlded.org>.

This kit provides information about preventive health and dental care for ESOL, ABE, or health teachers to use with parents or primary care givers of young children. The kit includes two guides for facilitators with overheads and class activities, five copies each of three stories, and bookmarks and immunization cards for the students. The three short books, illustrated in black and white, discuss preventive care and techniques for communicating with young children. Rosalie, a nurse's aide and grandmother, answers her neighbors' questions about caring for their children and teaches them to keep track of their children's health in "health logs." The Facilitator's Guide includes suggestions and guiding questions for using the books in a classroom setting, transparencies for classroom use, and suggested resources for further reading and organizations to contact. Vocabulary lists are included, but no grammar is explicitly taught. Grade level: 4.

KEYWORDS: Family health/Oral health/Parenting/Preventive care

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Clovis Adult School.
***LifeSchool 2000: Health.* [Curriculum and teacher's guide]**
Belmont, CA: Fearon/Janus/Quercus, 1994.

Available from: Fearon/Janus/Quercus; phone (800) 848-9500; $149.95.

This 700-page curriculum was designed by and for teachers of ABE or adult ESOL students interested in using competency-based health information in the classroom. The curriculum can be used in multi-level or single level classrooms, and has been tested in urban, suburban,

and rural settings. The lessons can be easily pulled out from the binder and photocopied, yet the teacher's guide includes ideas for customizing the lessons for one's students. Topics covered include staying healthy, nutrition, medicines, children's health, adult health, first aid, emergencies, the medical care system, and dental health. The adult health section has screening information about breast and cervical cancer, TB testing, and more. The medical care section describes the difference between general practitioners and specialists, and tells how to find a doctor. Each chapter includes assessment materials, clear objectives, and some ESOL practice exercises such as irregular verbs, vocabulary, and dialogues. Clear instructions tell the teacher what to prepare in advance. Classroom teaching activity hints are provided for each level of student, including things such as using newly learned words in Scrabble games and using cut-up comic strips to practice sequencing of information. The health content is all carefully fact-checked and includes reference citations. Grade level: 1–4

KEYWORDS: Family health/First aid/Medical care — Finding and using/Nutrition/ Oral health

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Correll, Margaret, et al.
Project Overcome.
Minneapolis: Project Overcome, 1997. [Online]

Available at: <http://www.mlrc.stthomas.edu>

This publication, forthcoming on the Web, is geared for at-risk, adult literacy students. It includes activities, illustrations, and reproducible worksheets. The curriculum was developed for African Americans facing stress from homelessness, substance abuse, poverty, or legal problems, but could be used with any population with similar concerns. Intended to be used with groups of two to 12 students, its main purpose is to make students feel comfortable talking about their feelings and stress. Topics covered include depression, relationships and family, anger, and abuse. The teacher's manual includes background information about mental "illnesses" and tips for teaching such sensitive topics. To inquire about when it will become available, phone the South Dakota Adult Literacy Resource Center at (612) 962-5570.

KEYWORDS: African Americans/Mental health

Cowles, Susan.
***Health Information: How to Find Out What to Do.* 1997. [Online] 5 October 1998.**

Available at: < http://novel.nifl.gov/susanc/healthhome.htm>; free.

These seven online pages are part of a Web-based curriculum on Teaching and Learning with Internet-based Resources: A Set of Lesson Plans and Activities. The url for the entire curriculum is: <http://novel.nifl.gov/susanc/inthome.htm>. While the main purpose of this curriculum is to help adults, whether they be literacy students, instructors, or others, get familiar with using the Internet, several of the examples used are about finding health information. A list of hypothetical scenarios that require the learner to find health information is presented, along with a set of urls for recommended health information sources. Also included are activity sheets to help the learner plan a search strategy and evaluate the results of her or his search. This Web site could not be used as an "instant lesson," as there is not enough supporting information. However, it could spark some ideas or provide some background information for a teacher interested in creating an online lesson about health. Susan Cowles conducted this research as part of a 1996-97 NIFL fellowship, and adult learners in Oregon field-tested the project activities.

KEYWORDS: Health education/Internet (computer network)

Education Development Center, Inc.
***Healthy Beginnings: Lead Safe Families.* [Curriculum and teacher's guide]**
Newton, MA: EDC, 1996.

Available from: EPA Region 1; Attn: Alice Kaufman; 1 Congress Street, Suite 1110; Boston, MA 02114; phone (617) 918-1064; free.

This curriculum is intended for use in ESOL classrooms, particularly for students with children. It includes a teacher's guide; a glossary in Chinese, Haitian-Creole, Khmer, Polish, Portuguese, Russian, Spanish, and Vietnamese; and beginner and intermediate/advanced lessons. The topics covered include going to the doctor; identifying symptoms of illness; making water safe to drink; preparing and storing food; avoiding dangers in the dirt; finding the right home; identifying household hazards; making your home safe; and renovating your home. Each lesson includes dialogue, vocabulary, and discussion points. Each lesson includes information and gives people a chance to practice taking action to have "lead safe families." Safety tips and role plays are in many chapters. Clear illustrations are included.

KEYWORDS: Child safety/Immigrants/Lead poisoning

Fabel, Elizabeth.
***Women Take Care...Take Action.* [Video, viewer's guide, and teacher's guide]**
Boston: Massachusetts Cancer Education and Literacy Initiative, 1993.

Available from: World Education; 44 Farnsworth Street; Boston, MA 02210-1211; phone (617) 482-9485; $40.

These materials—a video, photonovella (dialogue with photos), and teacher's guide—were designed to present information about mammography, breast self-exam, and pap smears while addressing some of the barriers to screening expressed by people with limited-literacy skills and/or adults who are learning to speak English, particularly Latinas. In the story, Carmen finds a lump in her breast and needs to have a mammogram. Then she talks with her friend Sophia, and helps Sophia get a pap smear. The story was produced in collaboration with adult educators, adult learners, health educators, and health providers. The teacher's guide includes a glossary and activities taken from the Health Education and Adult Literacy Project. It presents a participatory approach to using the video in the classroom. While it is not recommended that the video be shown without a preliminary discussion of breast and cervical cancer, ways to bring up the topic are suggested in the teacher's guide.

KEYWORDS: Breast cancer/Cervical cancer/Latin Americans/Mammography

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Ganong, Elizabeth and Dan Ingram.
A Grab Bag of Health: A Collection of Health-Related Activities for the ESL Classroom.
Toronto: Grab Bag Publishing, 1997.

Available from: Grab Bag Publishing; 635 Markham Street; Toronto, Ontario M6G 2M1 CANADA; phone (416) 588-3900; fax (416) 588-4874; elizabethg@VylatNet.com; $40.

Almost 100 pages of large-print, reproducible health lessons are included in this publication designed for ESOL teachers. The indexes make it easy to look up activities based on either the skill-acquisition desired, such as completing a medical form or using the telephone, or the grammar or vocabulary being taught, such as learning the simple past tense or names of body parts. Many of the lessons are designed as games, whether they be crossword puzzles or board

games. The lessons encourage discussion and are adaptable for multi-level classrooms. The lessons help the learners navigate the health care system; they also cover home care for common, mild conditions but not for specific diseases.

KEYWORDS: Medical care — Finding and using

Gordon, Daryl.
Playing It Safe: Dramas, Stories, and Lessons About AIDS.
Philadelphia: Lutheran Settlement House, 1992.

Available from: Lutheran Settlement House; 1340 Frankford Avenue; Philadelphia, PA 19125; phone (215) 426-8610; fax (215) 426-0581; $12.

Designed for ABE and GED students reading at the sixth through eighth grade reading level, this 88-page curriculum manual supplies skits, stories, facts, and lessons about the AIDS epidemic. Not all the statistics included are current, and most of the resources listed are specific to Philadelphia, but there is still much valuable material. This curriculum manual helps people learn about AIDS through an emotional exploration of the subject. People also gain some basic factual information about the disease and how it is spread. The materials were field-tested with adult educators.

KEYWORDS: AIDS/HIV

Harborside Community Center Adult Learning Program.
[Harborside Community Center Home Page].
Boston, MA: Harborside Community Center Adult Learning Program, 1996. [Online] 5 October 1998.

Available at: <http://www2.wgbh.org/mbcweis/ltc/ebos/intro.html> Scroll down to desired curriculum; free.

This Web site includes both curricula and an overview of the Massachusetts Department of Education-funded Comprehensive Health Program. As part of this multi-year Comprehensive Health Program, the Harborside Community Adult Learning Program collaborated with the East Boston Neighborhood Health Center. The four abridged, Web-based curricula include lengthy health lesson plans for Spanish literacy and health; Spanish literacy and nutrition; ESOL level 3; and ESOL level 4. Also included are lesson ideas for how to involve the students in deciding what to study, and teacher comments about the outcome of each lesson actually carried out in a classroom. These are more like curriculum guides than actual lessons, as factual supporting materials are not provided. Topics covered include AIDS, nutrition, health care in home countries (home remedies), immigrants' rights, anatomy, and tobacco.

KEYWORDS: AIDS/HIV/Anatomy and physiology/Immigrants/Nutrition

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Hudson River Center for Program Development.
Health Promotion for Adult Literacy Students: an Empowering Approach. **[Kit]**
Albany: University of the State of New York. State Education Department. Bureau of Continuing Education Program Development, 1994.

Available from: Hudson River Center for Program Development, Inc.; 102 Mosher Road; Glenmont, NY 12077; phone (518) 432-4005; fax (518) 427-9718; free.

This extensive kit of nine subject-based curricula, each between 30 to 60 pages long, with supporting teacher resources, was created for adult education teachers and for ABE, ESOL, or GED students who want to learn about health. Topics covered include sexual abuse, health insurance, health care resources, first aid, exercise, nutrition, women's health, alcohol and other drugs, and child safety. The kit includes audiocassettes for students, teacher's guides, student

workbooks, and a videotape to encourage teachers to use health in the classroom. The teacher's guides do not include grammar lessons, but focus instead on the teaching of the health content. Teachers and students from adult literacy programs reviewed the guides. There is a list of organizations to contact for further information, but most are New York-based rather than national groups. Glossaries are included for each curriculum. The teacher's guide for the women's health curriculum, Women's Health: Body Wisdom for Every Woman, is now on the web at: <http://www.hudrivctr.org/dnload.htm#adedres/womanhth.zip>

The teacher's guide for the child safety curriculum, Child Safety: A Healthy Start, is now on the web at: <http://www.hudrivctr.org/dnload.htm#chdsaf>

KEYWORDS: Child safety/Exercise/First aid/Medical care — Finding and using/Nutrition/Sexual abuse (child sexual abuse, adult rape)/Substance abuse/Women's health

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Jacobs, Marjorie.
***From the First to the Last Ash: The History, Economics and Hazards of Tobacco.* [Curriculum and teacher's guide]**
Cambridge MA: Community Learning Center, 1995.

Available from: Marjorie Jacobs; Community Learning Center; 19 Brookline Street; Cambridge, MA 02139; phone (617) 349-6371; free.

Sample pages available at: <http://www2.wgbh.org/MBCWEIS/LTC/CLC/tobaccohomepage.html>

This is a 105-page, six unit curriculum, with an additional 56-page teacher's guide, for ESOL, ABE, and pre-GED programs. It includes essays about the history and economics of tobacco; cigarette advertising; why people smoke; the dangers of smoking for smokers and nonsmokers; and how to quit. Each essay includes black and white illustrations, questions to test for comprehension, and activities to personalize the learning experience, such as making a family tree to trace smoking histories. The teacher's guide includes some suggested lesson plans. The material was tested with over 200 low-income adult education students from around the world and from the United States, ranging in age from 18 to 55, who were studying at the Community Learning Center in 1994-1995. It includes organizational resources to contact for more information and a bibliography for further reading. The curriculum was designed for native and non-native English speaking adults who can read at a six-12 grade reading level.

KEYWORDS: Smoking

Literacy for Health: Improving Health in the Inner City: Final Report and Curriculum Modules.
Chicago: Literacy for Health. College of Nursing. University of Illinois, 1994.

Available from: EDRS (ERIC Document Reproduction service); 7420 Fullerton Road; Suite 110; Springfield, VA 22153-2852; phone (703) 440-1400; fax (703) 440-1408; ERIC Document #404436; $37.89.

This 200-page report and curriculum was originally written for the National Institute for Literacy, the agency which sponsored this one-year project to develop and test a health curriculum that would help young, limited literacy adults to maintain better health. The curriculum was designed to teach African American students in Chicago how to read health information and to develop values and attitudes that would help them make healthy choices. This report describes the process used to bring together public health nurses and health educators to develop and teach a curriculum at community agencies to pre-GED and GED level students using the expertise of a literacy specialist. The report describes both how the researchers evaluated the teaching process and their outcomes and conclusions. They found the process of involving students in the educational experience to be time intensive and to require flexibility in the teachers, but was effective in communicating knowledge and changing health attitudes and behavior. The eight units covered in the curriculum include nutrition for health and

economy; human development; parenting; dealing with stress, social isolation and family violence; human sexuality; AIDS and other STDs; problems of safety; and accessing and using health care and health information. Each unit has lesson plans with objectives, materials and learning activities. Some also include vocabulary, handouts, worksheets, checklists, and tests.

KEYWORDS: African Americans/AIDS/HIV/Domestic violence/Literacy — Research/Medical care — Finding and using/Nutrition/Parenting/STDs/Stress/ Urban populations/Young adults

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Massachusetts Cancer Education and Literacy Initiative (ELI).
Breast and Cervical Cancer Curriculum Sourcebook.
Boston: World Education, 1995.

Available from: World Education; 44 Farnsworth Street; Boston, MA 02210-1211; phone (617) 482-9485; $20.

This 197-page manual is intended to be a practical guide for ABE and ESOL teachers interested in using breast and cervical cancer as topics for classroom learning. Four teachers and the students they worked with have documented the process of bringing breast and cervical cancer into the classroom. This is a sourcebook of ideas and strategies for how to develop learner-centered curriculum on sensitive health topics that could be of use to health educators as well as literacy teachers. Included is information about participatory curriculum development, specific tools and activities for classroom use, and narratives and stories that document the work of the teachers and learners involved in the Massachusetts Cancer Education and Literacy Initiative.

KEYWORDS: Breast cancer/Cervical cancer/Health education

Metroboston.org.
***E-Square Health Center.* 1998. [Online] 5 October 1998.**

Available at: < http://www2.wgbh.org/mbcweis/esquare> Click on "Health Center"; free.

This Web site, still in development, includes teacher and student-created materials on a variety of health topics, including smoking cessation, headaches, stress, home remedies in the Hispanic community, and nutrition. The nutrition section includes Chinese recipes and herbs. However, not all the content is accurate; some material is included based on student opinions. The nutrition piece gives examples of how a teacher incorporated some talk about nutrition into her ESOL classroom. The smoking piece includes some online grammar exercises; for example, using "a" and "the" with medical words ("a cold," "the flu").

KEYWORDS: Headaches/Immigrants/Nutrition/Smoking/Stress

Martin, Jeanne.
Surviving the 90's: Alcohol, Other Drugs, and HIV/AIDS: Health Education for English as a Second Language and Adult Literacy Programs.
Waltham, MA: Mount Auburn Hospital Prevention and Training Center: 1993. [Revision in process]

Available from: Cambridge Prevention Center; 552 Massachusetts Avenue; Cambridge, MA 02139; phone (617) 441-0700; $5.

This 185-page curriculum, written for ESOL and ABE instructors, includes teaching materials about alcohol, drugs (over-the-counter, prescription, and illegal varieties), tobacco, HIV/AIDS (key concepts and ways to prevent it), and taking action in one's family and community around issues of substance abuse and HIV. Materials include role plays, problem-posing, brainstorming, true-false exercises, quizzes, cloze exercises, word puzzles, and vocabulary lists.

KEYWORDS: AIDS/HIV/Drugs (legal)/Smoking/Substance abuse

Opp-Beckman, Leslie.
***International AIDS Awareness Day: December 1, 1997: Activities for TESOL Classes.* 1995/1997. [Online] 5 October 1998.**

Available at: <http://darkwing.uoregon.edu/~leslieob/CALL9.html>; free.

This Web-based curriculum of AIDS education activities is quickly becoming dated; at least one url can no longer be found, and statistical information on a quiz is from 1996. It includes exercises involving the use of poetry and personal stories. It is included here both as an example of how to use the Internet to create health and literacy curriculum, and for teaching how to approach sensitive subjects through an emotional or personal approach.

KEYWORDS: AIDS/HIV

***Personal Health Through Literacy.* [Kit]**
Baltimore: Johns Hopkins Center for Adolescent Health Promotion and Disease Prevention, 1997.

Available from: Personal Health Through Literacy; Johns Hopkins School of Public Health; 2007 E. Monument Street; Baltimore, MD 21205; phone (410) 614-3953; free.

This kit was developed as part of the Personal Health Through Literacy Project, a project which is designing adult literacy materials using health content to encourage low-income African American women to get screened for breast and cervical cancer as necessary. It has been tested in both rural and urban communities. The kit includes 10-page storybooks, illustrated in black and white line drawings, at an intermediate ABE level with accompanying audiotapes; workbooks at varying levels from beginning ABE to GED; math review for GED students; and a resource guide that includes pamphlets and fact sheets. The skills taught in each section are listed explicitly. Examples of skills and class levels include reading comprehension and making lists for ABE 1 students (beginners); adjectives and adverbs and writing short essays for pre-GED students; mitosis (GED life sciences) and census data (GED sociology).

KEYWORDS: African Americans/Breast cancer/Cervical cancer/Literacy — Research

Read the Label.
New York: Council on Family Health, 1997.

Available from: Council on Family Health; 225 Park Avenue South, Suite #1700; New York, NY 10003; phone (212) 598-3617 for single copy; phone (212) 725-3200 for larger quantities; free.

This 50-page ESOL teacher's guide includes lessons for beginning, intermediate, and advanced level students. It teaches why it is important to read medicine labels, how to do so, and how to ask the pharmacist for help. It includes dialogues, key concepts and vocabulary, and question-and-answer exercises. The teacher's glossary is quite extensive.

KEYWORDS: Drugs (legal)

Sedor, Michele M. and Martha Merson.
Breast Cancer and the Environment: A Curriculum Guide.
Boston: World Education, 1997.

Available from: World Education; 44 Farnsworth Street; Boston, MA 02210-1211; phone (617) 482-9485; $10.

This 120-page curriculum guide was developed as part of the Health Education and Adult Literacy (HEAL:BCC) Project. As such, it is intended to be used as part of a larger adult education unit on breast cancer. While it makes references to parts of the HEAL Kit, it can

also be used as a stand-alone piece. Most of the lessons were written for classroom instruction, but much of the guide could be given to students working independently. It gives an overview of environment and environmental health; it describes how to take action when there is an environmental problem in one's community; and it discusses how organochlorine chemicals may be a factor in some cases of breast cancer. It includes readings, suggested lessons and GED practice, and references to further readings and organizations. The readings include a fictional story about a woman diagnosed with breast cancer. The material has been reviewed for accuracy by a team of representatives from educational and governmental agencies with expertise in health and literacy issues.

KEYWORDS: Breast cancer/Environmental health

Silc, Kathleen Flannery and Beth Outterson.
***A Taste of English: a Nutrition Workbook for Adult ESL Students.* [Student workbook and teacher's manual]**
Arlington, VA: Association of Farmworker Opportunity Programs, 1994.

Available from: The Association of Farmworker Opportunity Programs; 1611 North Kent Street, Suite 910; Arlington, VA 22209; phone (703) 528-4141; fax (703) 528-4145; $25 teacher manual; $12 student workbook.

This 125-page student workbook and additional 66-page teacher's manual provide a simple curriculum for teaching nutrition and English to beginning level ESOL students. The Association of Farmworker Opportunity Programs field-tested the curriculum with teachers across the country and conducted focus groups with students from a variety of ethnic backgrounds when creating the curriculum. Simple black and white line drawings help explain the written text. Topics covered include healthy foods, how the body works, healthy cooking, keeping foods safe, smart shopping, WIC, and food stamp information. The teacher's guide includes lesson plans. Some lessons use the "Language Experience Approach," which builds vocabulary using the students' own words. Other lessons use "Total Physical Response," which involves learning through doing, such as following recipes to cook a meal.

KEYWORDS: Nutrition

Silc, Kathleen Flannery and Beth Outterson.
***ESL for Farm Safety: AFOP's Working With English Series.* [Student workbook and teacher's manual]**
Arlington, VA: Association of Farmworker Opportunity Programs, 1997.

Available from: Association of Farmworker Opportunity Programs; 1611 North Kent Street, Suite 910; Arlington, VA 22209; phone (703) 528-4141; fax (703) 528-4145; $25.00 teacher manual; $12.00 student workbook.

These books—a 100-page student workbook plus an extra 60 pages for the teacher—were designed for ESOL students and teachers to introduce pesticide safety information. The lessons about pesticides describe what they are, how they cause illnesses, how to avoid them, and what to do when exposed to them. Also included are lessons about other farm safety concerns and farm workers' rights. Each lesson includes vocabulary, basic grammar, and a skills-building component. Examples of skills-building include learning to give directions or to identify body parts. The books have simple black and white line drawings, with lots of white space. Organizational resources for further information are included.

KEYWORDS: Agricultural laborers/Occupational health and safety

Tobacco Free Greater Franklin County Coalition's Stress Management Task Force.
Diapers, Dishes, and Deep Breathing: A Stress Management Workshop for Mothers: Curriculum Outline. **Rev. ed.**
Greenfield, MA: Tobacco Free Greater Franklin County Coalition, 1998.

Available from: Kristin Kellom; Coalition Coordinator; Tobacco Free Greater Franklin County Coalition; 72 Federal Street; Greenfield, MA 01301; phone (413) 774-4678; free.

This approximately 30-page curriculum guide presents a four-week session on stress reduction that includes art activities, breathing techniques, stretching (yoga), positive self-talk, hypnosis/relaxation, and massage. While originally designed for mothers, it is adaptable for mixed-gender audiences. The original plan was to create a smoking cessation resource, but when stress was determined to be a large factor in people's smoking, it seemed best to focus first on stress reduction. It includes information about how to adapt the materials for limited literacy audiences.

KEYWORDS: Smoking/Stress

READERS

Readers include both personal stories, some created by adult literacy students, and booklets with factual information on health topics. The story format is popular in adult education settings, as stories provide a personally relevant way to begin a discussion of intimidating topics. However, some of the student-made materials may contain inaccurate health information or opinions. In contrast, the factual booklets are good literature for a laundromat, a doctor's waiting room, or other places where people might read as they wait. The booklets often include a glossary to help people understand the material.

The reading levels of curricula are noted only when provided by the author or distributor. The Reading Level Index can also help with assessing appropriate audiences for various curricula.

Many of these readers are in English. For multilingual materials about a particular health issue, see the Language Index or the section titled Bibliographies and Databases. Many of the materials listed under Bibliographies and Databases will provide citations to limited literacy multilingual brochures and pamphlets.

About Alcohol and Other Drugs.* [Book and audiotape] *For Your Information.
Syracuse, NY: New Readers Press, 1994.

Available from: New Readers Press; phone (800) 448-8878; $8.95 (book); $16.00 (tape) (discount available for bulk orders).

This 90-page chapter book was written for people with limited literacy skills. It helps the reader understand what drug abuse is and how much drinking is too much. It describes addiction and how to recover from it. It includes stories of individuals dealing with substance abuse problems. It includes a glossary and national phone numbers for more information. Read-along tapes are available. This book was produced in collaboration with the National Council on Alcoholism and Drug Dependence, Inc. Grade level: 4–6 and up.

KEYWORDS: Substance abuse

About Cancer.* [Book and audiotape] *For Your Information.
Syracuse, NY: New Readers Press, 1994.

Available from: New Readers Press; phone (800) 448-8878; $8.95 (book); $16.00 (tape).

This 80-page chapter book for people with limited literacy skills covers cancer myths and facts, prevention and risk factors, and early detection information. It includes life stories of people with cancer, a glossary, and phone numbers for more information. Read-along tapes are available. Grade level: 4–6 and up.

KEYWORDS: Cancer

Annecke, Wendy and Nozizwe Madlala.
What If It's Me? Help With AIDS.
Durban, South Africa: New Readers Project, 1992.

Available from: Peppercorn Books and Press; P.O. Box 693; Snow Camp, NC 27349; Phone (336) 574-1634; $7.

This story was written for South African adults in literacy classes, but could be valuable in doctors' offices or ESOL classes in the United States. The illustrated story tells what AIDS is, how it is spread, and how to stop it. The story takes place among a group of people at a Bible Studies evening, and addresses some of people's negative reactions to the topic of AIDS. This

book could be helpful when working with people who find U.S.-based AIDS education materials too positive about sexual relationships outside of marriage. All the organizational resources included are from South Africa. Also available in Zulu, Xhosa, and Sotho.

KEYWORDS: AIDS/HIV

Bowman, Kim.
You Can Give First Aid.
Syracuse NY: New Reader's Press, 1989.

Available from: New Reader's Press; phone (800) 448-8878; $6.50 (discount available for bulk purchases).

This 38-page, black and white reader covers the basic information necessary in emergencies, including dealing with choking, bleeding, poisoning, shock, burns, broken bones, and more. Each chapter includes review questions. Grade level: 4-6 and up.

KEYWORDS: First aid

Breen, Mary J.
***Taking Care: A Handbook About Women's Health.* Revised & Updated.**
Toronto: McGraw-Hill Ryerson, 1991.

Available from: McGraw-Hill Ryerson; 300 Water Street; Whitby, Ontario L1N 9B6 CANADA; phone (905) 430-5000; fax (800) 463-5885; $14.95.

This 400-page, large print reader about women's health was written in consultation with a wide range of women— rural women, women in shelters, health professionals and others. The topics covered in the reader are those women requested, such as eating well; dealing with your "nerves"; depression; being active; controlling your weight; over-the-counter drugs; you and your doctor; sexuality; birth control; vaginal infections; pap tests; examining your breasts; and menopause. Written at about a sixth grade reading level, the personal style of the writing and the simple line drawings make it not only accessible but also interesting to read. While the book was written in Canada, most of the information is also relevant in the United States. This book takes into consideration not just people's ability to read, but also their specific life circumstances. For example, when talking about nutrition, Breen addresses the cost of food, and how to eat healthy on a tight budget. The author emphasizes mental health and emotional issues and covers sexual concerns with real care. She includes information many people may not know, such as why a woman with an IUD needs more iron in her diet. However, because of the age of the publication, not all the information is up-to-date.

KEYWORDS: Contraception/Drugs (legal)/Mental health/Nutrition/Women's health

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Chan, Wai Ming, et al.
How to Feel Good: Learning to Relax and Exercise, an Invitation.
Jamaica Plain, MA: Adult Learning Program, Jamaica Plain Community Centers, 1994/1998. [Online] 2 October 1998.

Available at: <http://www2.wgbh.org/mbcweis/ltc/alri/feelgood.html>; free.

This interactive material—in six sections, each about two to three pages long—was written by ESOL students for other students new to the United States. It is about being new to a country and feeling stress, and all the things people do to try to feel better. It emphasizes fun exercise (from walking to hula-hooping) as a healthy way to relieve stress. It includes photos.

KEYWORDS: Exercise/Immigrants/Stress

Chapeta, Consuelo, et al.
***HIV/AIDS: A Collection of Stories and Skits.* [With a note to teachers]**
Jamaica Plain, MA: Adult Learning Program, Jamaica Plain Community Centers, 1994/1998. [Online] 5 October 1998.

Available at: <http://hub1.worlded.org/teachers/hivaids.htm>; free.

This large print, easy-to-read, 18-page Web site was written by students in an Intermediate ESOL class at the Adult Learning Program in Jamaica Plain, Massachusetts. The Web site includes student impressions of the AIDS quilt as well as skits about how people contract HIV and how to talk with children about AIDS. The skits include discussion questions for classroom use. The "Note to Teachers" (written by an ESOL teacher) provides useful insight into how HIV/AIDS can be brought into an adult ESOL classroom.

KEYWORDS: AIDS/HIV

Eating Right.* [Book and audiotape] *A Quick and Easy Guide.
Syracuse, NY: Signal Hill Pub., 1994.

Available from: New Readers Press; Phone (800) 448-8878; $8.95 (book); $16.00 (tape) (discount available for bulk orders).

This 95-page chapter book was designed for adults with limited literacy skills, to help them learn about good nutrition, planning meals, shopping for and preparing food, eating out, and finding a healthy weight. It includes life stories and a glossary and phone numbers for more information. Read-along tapes are available. It was produced in collaboration with the American Institute for Preventive Medicine. Grade level: 4-6 and up.

KEYWORDS: Nutrition

Getting Fit.* [Book and audiotape] *For Your Information.
Syracuse, NY: New Readers Press, 1994.

Available from: New Readers Press; phone (800) 448-8878; $8.95 (book); $16.00 (tape) (discount available for bulk orders).

This 80-page chapter book was written for adults with limited literacy skills. It is designed to help people learn about safe ways to exercise and how to set achievable exercise goals. It includes a glossary and phone numbers for more information. Read-along tapes are available. This book was produced in collaboration with IDEA, the International Association of Fitness Professionals. Grade level: 4-6 and up.

KEYWORDS: Exercise

Getting Good Health Care. For Your Information.
Syracuse, NY: New Readers Press, 1994.

Available From: New Readers Press; phone (800) 448-8878; $8.95; (discount available for bulk orders).

This chapter book for adults with limited literacy skills talks about finding a health care provider, talking with the doctor, check-ups, when to call the doctor, what it is like to go to the hospital, taking medicines, and paying for health care. It includes a glossary and phone numbers for more information. It was produced in collaboration with the American Institute for Preventive Medicine. Grade level: 4-6 and up.

KEYWORDS: Medical care — Finding and using

Having a Baby. A Quick and Easy Guide.
Syracuse, NY: Signal Hill Pub., 1997.

Available from: New Readers Press; phone (800) 448-8878; $8.95 (discount available for bulk orders).

This 96-page chapter book for adults with limited literacy skills covers all aspects of having a baby. It describes prenatal care; medical tests; taking care of oneself (nutrition, exercise, stress); physical changes during pregnancy; labor and birth; breast-feeding; and circumcision. Also emotional and societal issues are covered, such as how other children cope with the new baby, sex during pregnancy, and making ends meet financially. Information about getting ready for the birth describes childbirth classes, making a birth plan, and preparing things the baby needs, such as a crib or diapers. It includes phone numbers for more information. It was written in collaboration with Sharron S. Humenick, Ph.D., R.N, FACCE, Editor, Journal of Perinatal Education. Grade level: 4-6 and up.

KEYWORDS: Childbearing

Holstein, Barbara B.
The Childbearing Year.
Syracuse, NY: New Readers Press, 1990.

Available from: New Readers Press; phone (800) 448-8878; $7.75 (discount available for bulk orders).

This 110-page reader, designed for childbirth educators and adults with limited literacy skills, describes what it is like to be pregnant and care for a newborn. The first section covers both the physical changes women experience during pregnancy, and what it is like to get prenatal care. The second section describes giving birth, and the final section has information about taking care of a newborn baby. Three women, shown in photographs, describe their experiences in each section. Each section includes vocabulary words. The book includes a short bibliography for the teacher. It is illustrated with black and white line drawings of female anatomy. Grade level: 4 and up.

KEYWORDS: Childbearing

I Call It the Curse! A Book about Periods. The New Start Reading Series.
Toronto: East End Literacy Press, 1988.

Available from: Guidance Centre; 712 Gordon Baker Road; Toronto, Ontario M2H 3R7 CANADA; phone: (416) 502-1262; fax: (416) 502-1101; $4.95.

This 5x7 inch, 35-page, student-written story with extensive photos and lots of white space is about a women's group. One day the group talks about menstruation and menopause, covering both personal beliefs, embarrassments, anatomy, and physiology. The story was written for women with limited literacy skills.

KEYWORDS: Menstruation

Managing Stress. A Quick and Easy Guide.
Syracuse, NY: Signal Hill Pub., 1994.

Available from: New Readers Press; phone (800) 448-8878; $8.95; (discount available for bulk orders).

This chapter book for adults with limited literacy skills describes stress and ways to reduce it, such as relaxation techniques, exercise, and healthy eating. It includes a glossary. It was produced in collaboration with the American Institute for Preventive Medicine. Grade level: 4–6 and up.

KEYWORDS: Exercise/Nutrition/Stress

***Medicines and You: A Guide for Older Adults/Las Medicinas y Usted: Guía para las Personas Mayores.* [Workbook and video]**
Washington, DC: COSSMHO, 1992.

Available from: COSSMHO Publications; 1501 Sixteenth Street, NW; Washington, DC 20036; phone (202) 387-5000; video: $10; workbook $5.

This 44-page book, in large print, and its accompanying VHS video provide older adults with information on medicines and their effects. Information is also provided on how to talk to your health professional about taking medications. The workbook is in both Spanish and English. The video is in Spanish with English subtitles.

KEYWORDS: Aging/Drugs (legal)

Monette, Paul.
Selected From Borrowed Time: An AIDS Memoir. Writer's Voices.
New York: Literacy Volunteers of New York City, 1988/1992.

Available from: New Readers Press; phone (800) 448-8878; $3.95.

Patricia Fogarty and the staff of Literacy Volunteers of New York City have supplemented this short selection from the novel Borrowed Time: An AIDS Memoir in order to make it easier for adults with limited literacy skills to understand. This unintimidating, slim, 63-page paperback includes notes to the reader about the novel and about the history of AIDS in America; a short biography of the author; some advice about finding AIDS information; and the selection itself. The editors include some questions and exercises for the reader, a glossary and resources for further information. Grade level: 4 and up.

KEYWORDS: AIDS/HIV

National Migrant Resource Program, Inc.
***Meal Planning for People with Diabetes/Planificación de Comidas para Personas con Diabetes.* 3rd ed.**
Austin, TX: National Migrant Resource Program, 1995.

Available from: National Migrant Resource Program; 1515 Capital of Texas Hwy. South, Suite 220; Austin, TX 78746; phone (512) 328-7682; fax (512) 328-8559; $3.50.

This 36-page, bilingual publication is modified from Exchange Lists for Meal Planning, a meal planning system designed by a committee of the American Dietetic Association. It is intended to be used by people with diabetes, who have learned how many servings, or "exchanges" of food, their bodies need. It gives a basic definition of the types and symptoms of diabetes and then launches into an extensive description of the "exchange" system. It lists the kinds and amounts of food within each exchange. Included are the exchange values of common Mexican foods. Some basic nutrition information about reading food labels and planning meals is included.

KEYWORDS: Diabetes

Ogren, Thomas.
***Happy Hour.* [Book and audiotape]**
Syracuse, NY: Signal Hill Pub., 1990.

Available from: New Readers Press; phone (800) 448-8878; $3.95 (book); $16.00 (tape). (discount available for bulk orders).

This 112-page chapter book for adults with limited literacy skills tells the story of Eddie, a man who wakes up from a drunken stupor to find his wife has left him. As the story progresses, Eddie struggles to become sober and rebuild his life. In the process, the author describes Eddie's past and how he became alcoholic. Read-along tapes are available. Grade level: 4-6 and up.

KEYWORDS: Substance abuse

Plaut, Thomas F.
***One Minute Asthma: What You Need to Know/El Asthma en Un Minuto.* 2d ed.**
Amherst MA: Pedipress, Inc., 1995.

Available from: Pedipress, Inc.; 125 Red Gate Lane; Amherst, MA 01002; phone (413) 549-7798; $5.95.

This pocket-sized, 45-page guide to asthma for patients covers diagnosis and treatment in clear language. Resources for further information are included. Available in English or Spanish.

KEYWORDS: Asthma

Reméd Lakay: Haitian Home Remedies.
Boston: Haitian Multi-Service Center, 1994. [Online] 19 October 1998.

Available at: <http://www2.wgbh.org/MBCWEIS> Click on "About MBCWEIS and its partners" then "Haitian Multiservice Center" then "Student Publications"; free.

While the cover of this online booklet of traditional Haitian home remedies says it is "intended to provide the reader with natural alternatives to western medicine," its real value may be as a literacy tool. The 13 remedies, each about one or two paragraphs long, were written by a group of ESOL students, and include the students' memories of how they learned the remedy and how they have used it in the past. While the remedies could spark enthusiastic discussion and writing exercises among students, a cautionary note seems advisable: the authors of these remedies wrote them down for a language class, not as part of a health study. There is no proof of their efficacy or even their safety. Some are in English; some are in Haitian Creole.

KEYWORDS: Alternative medicine/Immigrants

Ribaudo, Linda and Darlyne Walker.
Domestic Violence. Today's World.
Syracuse, NY: New Readers Press, 1994.

Available from: New Readers Press; phone (800) 448-8878; $4.00 (discount available for bulk orders).

This 32-page booklet is designed for adult ESOL students and adults with limited literacy skills. It tells the story of Pam, a woman who is concerned with the way her husband treats her when he gets upset. Whether his behavior is abusive or not is left for the reader to decide. The booklet also contains a discussion of domestic violence and the cycle of abuse. A few short comprehension activities and information on how to receive help are included. Grade level: 2–3.

KEYWORDS: Domestic violence

Roberto, Ramona, Lee Hewitt and Kathy Brucker.
***What a Friend Can Do for You/Lo Que una Amiga Puede Hacer para Ti.* [Photonovella and teacher's guide]**
Washington, DC: National Cancer Institute, 1994.

Available from: World Education; 44 Farnsworth Street; Boston, MA 02210-1211; phone (617) 482-9485; photo novella $5; guide $6.

This 19-page photonovella was written by a group of ESOL students for other students. The accompanying 11-page teacher's guide, published by the HEAL Project, provides advice on using the material in classroom settings. The photonovella is about Ana, who decides to have a check-up because of her friend Martha's caring and support. Martha has just had her first mammogram, and she encourages Ana to ask her health care provider if she should have one too. The pictures are in black and white. The story is also available in Spanish.

KEYWORDS: Latin Americans/Mammography/Preventive care

Rosales, Aracely.
Cuando Tenemos Diabetes...Lo Que Más Afecta Nuestro Nivel de Azúcar es la Comida que Comemos y como la Cocinamos: Guía para Puertorriqueños con Diabetes: Como Comer Saludablemente.
Philadelphia: Latino Health Literacy Project, Health Promotion Council of SE Pennsylvania, 1995.

Available from: Health Promotion Council of SE Pennsylvania; 311 S. Juniper Street, Room 308; Philadelphia, PA 19107; phone (215) 546-1276; $10.

This 40-page, large print, well-illustrated, Spanish language guide spells out manageable steps for healthy eating. Examples include: eat more fruits and vegetables; eat a variety of foods; and eat less take-out or prepared food. The guide is divided into sections, which are labeled with both letters and illustrations so the sections can be easily found. People can either read one page or one section at a time. Each section includes information for teaching one session or class, but no lesson plans are provided. While the version described here is for Puerto Ricans specifically, the Latino Health Literacy Project produces a second version for Latinos in general. This publication is only available in Spanish.

KEYWORDS: Diabetes

Scanlon, Mary.
Breast Cancer As I Lived It/Cancer del Seno como Lo Vivi.
Boston, MA: World Education, 1994.

Available from: World Education; 44 Farnsworth Street; Boston, MA 02210-1211; phone (617) 482-9485; $5.

This true short story was written by a GED student as an inspirational piece to encourage other adult education students to have hope, study hard, and take care of their health. It could also be an inspirational piece for patients recently diagnosed with cancer. It describes the process of breast cancer diagnosis and treatment. It has large print and includes illustrations that extend the two pages of text over 21 pages. It includes a glossary. It is available in Spanish and in English.

KEYWORDS: Breast cancer

Science + Literacy for Health.
Brain and Behavior: Mental Disorders and Substance Abuse.
Washington, DC: American Association for the Advancement of Science, 1995.

Available from: American Association for the Advancement of Science; 1200 New York Avenue, NW; Washington, DC 20005-3920; phone (202) 326-6670; fax (202) 371-9849; $14.95.

This 58-page, large print, illustrated reader was designed for use in adult basic education settings. Both science advisors and literacy advisors collaborated to create this resource. Topics covered include: how the brain works; what is mental illness; conditions such as depression, bipolar disorder, schizophrenia, and stress; and drugs (including caffeine, nicotine, alcohol, cocaine, and LSD) and how they affect the brain. It includes a glossary.

KEYWORDS: Anatomy and physiology/Mental health/Substance abuse

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Speaking Out on Health: An Anthology. New Writer's Voices.
Syracuse, NY: Signal Hill Pub., 1989.

Available from: New Reader's Press; phone (800) 448-8878; $3.95.

These stories were written for adults with limited literacy skills by other new readers who felt they wanted more interesting stories to read (55 pages total). The authors surveyed students to ask what topics they wanted stories about; the students requested true stories about health. The authors wrote about topics like tuberculosis, arthritis, sickle cell anemia, cancer, heart disease, emotional problems, and coping with death. They chose stories in which all the authors learn to face their problems and get help. The book includes a list of organizations people can turn to for help. Grade level: 1–5 and up.

KEYWORDS: Arthritis/Cardiovascular conditions/Sickle cell anemia/Tuberculosis

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Staying Well.* [Book and audiotape] *For Your Information.
Syracuse, NY: New Readers Press, 1994.

Available from: New Readers Press; phone (800) 448-8878; $8.95 (book); $16.00 (tape) (discount available for bulk orders).

This 96-page chapter book was written for adults with limited literacy skills to help them make good choices for their health. Individual chapters cover healthy eating, exercise, keeping your weight down, quitting smoking, handling stress, preventing injury, and some information about working with health care providers. The book includes a glossary and resources to contact for further information. Read-along tapes are available. It was produced in collaboration with the American Institute for Preventive Medicine. Grade level: 4–6 and up.

KEYWORDS: Exercise/Injuries/Medical care — Finding and using/Nutrition/Preventive care/Smoking/Stress

Walker, Mary.
***My Life Story With Cancer/La Historia de Mi Vida con Cáncer.* [Print and online versions]**
Boston: World Education, 1994.

Available at: <http://hub1.worlded.org/TEACHERS/Mary/introduction.html>; free.

Also available in print from: World Education; 44 Farnsworth Street; Boston, MA 02210-1211; phone (617) 482-9485; $5.

This true short story was written by a GED student about her own experience with cancer of the cervix and fallopian tubes. The author talks about having a hysterectomy despite wanting a child. The story is illustrated with black and white line drawings that extend the approximately two pages of text over an 18-page document. The story includes a glossary. The Web version also includes information about using Mary's story in a classroom.

KEYWORDS: Cervical cancer/Hysterectomy

Women's Health. A Quick and Easy Guide.
Syracuse, NY: Signal Hill Pub., 1997.

Available from: New Readers Press; phone (800) 448-8878; $8.95 (discount for bulk orders).

This 96-page chapter book was written for adults with limited literacy skills. The chapters cover food, exercise, substance abuse, doctor visits, mental health, sexual health, growing older, and violence against women. The calcium intake recommendations are slightly inaccurate, as the National Academy of Sciences increased these in August 1997. Included are phone numbers for more information. This guide was developed with Mary Breen, the author of *Taking Care: A Handbook about Women's Health*. Grade level: 4–6 and up.

KEYWORDS: Aging/Exercise/Mental health/Smoking/Substance abuse/Women's health

BIBLIOGRAPHIES AND DATABASES

Included here are both traditional print bibliographies and resource directories, and online databases, including full-text sources. These materials describe limited literacy materials, literacy and health research, and organizational resources. Only bibliographies and databases that explain how to purchase or acquire the items described are included, so as to minimize the frustration of finding the "perfect" citation with no way of acquiring the material.

Databases about health and education are available on the Web, but many of the resources do not yet include much for adults with limited literacy. Look for future improvements in the Gateway to Educational Materials (GEM), a listing of lesson plans and curriculum units on the web at <http://www.thegateway.org>. Also check out Blue Web'n, a library of learning sites on the web at <http://www.kn.pacbell.com/wired/bluewebn/>. While there is currently very little geared for adults about health on GEM or Blue Web'n, their potential as resources is great.

One basic tip for searching online bibliographies and databases: the words one uses to search a database need to be precise enough to pull up a manageable number of citations. Using a term that is applicable to an entire database will pull up an overwhelming number of materials. Don't search the ERIC (Education) database for the word "education." Think about a more specific term to use such as "adult literacy." Likewise, don't use specific terminology when searching a database that is only marginally or partially on a topic. Think of a more general term that might include the topic of interest. For example, searching the ERIC database for "multiple myeloma" will probably be fruitless, but a search for "cancer" could provide results that include information about multiple myeloma.

Association of Farmworker Opportunity Programs.
Farmworker Nutrition Education Resource Guide.
Arlington, VA: AFOP, 1993.

Available from: Association of Farmworker Opportunity Programs; 1611 N. Kent Street, Suite 910; Arlington, VA 22209; phone (703) 528-4141; $10.

The title of this bibliography is misleading, as this work of about 240 items includes information useful for literacy or health educators working with almost any audience interested in a spectrum of health issues. The cited brochures, pamphlets, booklets, fact sheets, videos, manuals, posters, and curricula from the late 1970s to the early 1990s, are either easy-to-read information in English or culturally-specific information in languages besides English. Materials are from migrant health centers, migrant Head Start programs, federal and state agencies, farmworker employment programs, and other organizations. Many of the materials cited are in Spanish; some are in Cambodian, Chinese, Filipino, Haitian Creole, Hmong, Laotian, Portuguese, Thai, and Vietnamese. For each item listed, there is a description, including information on the target audience and how to order the material. While generally about nutrition, there is also information about pregnancy, breast-feeding, and feeding a young child; cancer, diabetes, and cardiovascular conditions; dental care; weight management; food preparation and storage; and alcohol and drug use. While some phone numbers are now outdated, many are still accurate. An extensive list of organizations and publishers is included.

KEYWORDS: Agricultural laborers/Cardiovascular conditions/Diabetes/Family health/Nutrition/Oral health/Rural populations/Substance abuse

Bruerd, Bonnie.
***Oral Health Education Catalog of Recommended Materials and Programs.* Rev. ed.**
Albuquerque: Indian Health Service, 1997.

Available from: USPHS/Indian Health Service; Office of Public Health; Division of Clinical and Preventive Services; 5300 Homestead Road, NE; Albuquerque, NM 87110; phone (505) 248-4175; fax (505) 248-4181; free.

This resource guide of materials published between 1979 and 1996 could be of use to health or literacy educators, especially, but not solely, those working with Native American communities. It includes both a listing of materials and programs. The materials range in format from pamphlets and videotapes to curricula. For all materials listed, this guide specifies the target group, how to purchase the material, and whether it is easy-to-read. The program listings include examples of Indian Health Service and tribal oral health promotion and dental disease prevention programs. Sample tracking and consent forms are included in some sections. Topics covered include BBTD (baby bottle tooth decay) and early childhood caries; children's oral health; sealants; nutrition and oral health; periodontal disease; oral health for people with disabilities; fluorides/fluoridation; oral hygiene instruction; pregnancy and oral health; and tobacco.

KEYWORDS: Native Americans/Oral health

Center for Applied Linguistics.
***Multilingual Health Education Resource Guide.* 2d ed.**
Washington, DC: CAL, 1996.

Available from: Refugee Service Center, Center for Applied Linguistics; 4646 40th Street, NW; Washington, DC 20016-1859; phone (202) 362-0700; $7.

This resource guide was developed for the Illinois Department of Public Health, but is a national resource for anyone interested in health information in a variety of languages, including some limited literacy materials. Over 600 items—booklets, brochures, and fact sheets—are briefly described, including whether the material is a translation from English or was created in another language. Languages covered include Arabic, Bosnian/Serbo Croation, Cambodian/Khmer, Haitian Creole/French, Hmong, Laotian, Russian, Somali, Spanish, and Vietnamese. Health topics covered include infectious diseases such as hepatitis B, sexually transmitted diseases, HIV/AIDS, and tuberculosis; and maternal & child health information about breast health, dental care, family planning, immunization, and prenatal care. Ordering information for all the materials is included. A quarter of the materials have been reviewed by native speakers for reading level and quality. For the most part, the materials were created in the 1990s.

KEYWORDS: AIDS/HIV/Family health/Hepatitis B/STDs/Tuberculosis

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Center for Chronic Disease Prevention and Health Promotion. Centers for Disease Control. Public Health Service. U.S. Department of Health and Human Services.
Disease Prevention and Health Promotion: Literacy and Health in the United States: Selected Annotations.
Atlanta: Center for Chronic Disease Prevention and Health Promotion, 1991.

Available from: National Center for Chronic Disease Prevention and Health Promotion; Technical Information Services Branch, MS A34; Atlanta, GA 30333; phone (770) 488-5080; free.

This publication includes 117 citations and abstracts of literature, materials, and programs that represent the methods being used in the 1980s by health professionals to reach people with limited reading abilities. The materials cover: literacy issues in the United States; readability

formulas and their use; and health promotion information. The more recent items in this publication are also listed in the Combined Health Information Database (CHID). Ordering information is included for the books cited, but not for legislation or journal articles.

KEYWORDS: Health education/Literacy — Research/Literacy programs/Reading — Ability testing

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Centre for Literacy.
Health, Communication and Literacy: An Annotated Bibliography.
Montreal: Centre for Literacy, 1998.

Available from: Centre for Literacy; 3040 Sherbrooke St. W.; Montreal, Quebec H3Z 1A4 CANADA; phone (514) 931-8731 x1415; $10.

This is an updated version of a bibliography titled Literacy and Health: An Annotated Bibliography created in 1995. The old version, which includes literature from professional health journals published between 1990 and 1995, is available online for free at <http://www.nald.ca/province/que/litcent/Publication_Products/health/cover.htm>. The updated version contains 23 additional annotations to journal articles written after 1995 on the subject of literacy and health. The annotations give clear summaries of the study results cited, and list the source for the full articles.

KEYWORDS: Health education/Literacy — Research

***Combined Health Information Database.* (Quarterly updates). [Online] 5 October 1998.**
Available at: <http://chid.nih.gov>; free.

The five subfiles produced by the CDC's National Center for Chronic Disease Prevention and Health Promotion are also available on CD-ROM from the Superintendent of Documents; Government Printing Office; Washington, DC 20402; phone (202) 512-1800; stock no. 717-145-00000-3; $96 for one year subscription.

The Combined Health Information Database (CHID) is a federally-produced computerized bibliographic database of health education resources. It includes citations to a variety of limited literacy information ranging from ESOL curriculum to journal articles about providing health care to patients with limited literacy. CHID includes descriptions of state and local health education and health promotion programs, and bibliographic citations and abstracts of journal articles, books, reports, pamphlets, audiovisuals, and other health resources. CHID also provides information about how to contact the programs described, and how to acquire the publications listed. The contact information is generally, but not always, up-to-date. There are 18 topics included, and one can either search the entire database or a subject-specific subfile. The topics include AIDS education; Alzheimer's disease; arthritis and musculoskeletal and skin diseases; cancer patient education; cancer prevention and control; comprehensive school health; deafness and communication disorders; diabetes; digestive diseases; disease prevention and health promotion; epilepsy education and prevention; health promotion and education; kidney and urologic diseases; maternal and child health; medical genetics and rare disorders; oral health; prenatal smoking cessation; and weight control. Not all subjects, however, currently have materials useful for people with limited literacy.

KEYWORDS: Health education

Eastern LINCS.
***Eastern LINCS: Teacher Resources: Health.* (Ongoing updates). [Online] 5 October 1998.**
Available at: <http://hub1.worlded.org/TEACHERS/health.htm>; free.

This Web site of health and literacy resources for ABE and ESOL teachers is being updated on a regular basis. Eastern LINCS is part of the National Institute for Literacy's Literacy Information and Communication System, which brings together adult literacy-related resources and expertise on the web for teachers, students, and literacy program administrators. The Web page cited here is the home page for a special collection of health information on Eastern LINCS. Current selections include information on AIDS, nutrition, cancer, and more. Lesson plans, student writings, and general health and literacy resources are bookmarked here.

KEYWORDS: AIDS/HIV/Cancer/Nutrition

Educational Resources Information Center.
***ERIC Database.* (Ongoing updates). [Online] 13 October 1998.**
Available at: <http://ericir.syr.edu> Click on "Search ERIC database"; free.

This federally-sponsored database includes citations to journal articles and documents, including curriculum, about education from 1989 currently through July 1998. The database includes health education information and information about teaching adults. The highest quality and most relevant materials are selected for inclusion by the 16 ERIC Clearinghouses, which are mainly housed at universities around the country. Lengthy abstracts give complete and accurate descriptions of the materials. Information about how to obtain the full text is available.

KEYWORDS: Literacy — Research

National Center for Education in Maternal and Child Health.
***Low Literacy Materials.* [Print and online versions]**
Arlington, VA: NCEMH, 1997.

Available at: <http://www.ncemch.org/databases> Scroll to "Bibliographies on selected MCH topics"; click on it; then scroll to "Low literacy"; free.

Also available in print from: NCEMCH; 2000 15th Street, North, Suite 701; Arlington, VA 22201; phone (703) 524-7802; fax (703) 524-9335; free.

This 51-page bibliography, easy to download using Adobe Acrobat, includes citations, descriptions, and information about where to obtain copies of easy-to-read maternal and child health materials that could be used by literacy or health educators. The main focus of the collection is on materials produced by projects funded by the Maternal and Child Health Bureau of the U.S. Public Health Service. They do not include journal articles, mass media publications, or clinical medical information. The contact information is generally but not always up-to-date. The bibliography can be directly printed for easy use. Topics covered include prenatal care, nutrition, breast-feeding, oral health, injury prevention, smoking, general health for women and infants, and how to produce materials.

KEYWORDS: Childbearing/Family health/Injuries/Nutrition/Oral health/Smoking/Women's health

National Institute for Literacy.
***Directory of National and State Literacy Contacts.* [Print and online versions]**
Washington, DC: NIFL, 1997.

Available at: <http://www.nifl.gov> Click on "Directories and other links"; free.

Also available in print from: NIFL; 800 Connecticut Ave, NW, Suite 200; Washington, DC 20006-2712; phone (800) 228-8813; fax (202) 632-1512; free.

This listing of state and national literacy programs includes the spectrum of literacy resources from family literacy to correctional education to ESOL education to GED resources. Also included are resources for U.S. territories and other associated countries such as Guam and Puerto Rico. Included is basic contact information such as addresses, phones, and e-mail. The print version is a hefty 241 pages long.

KEYWORDS: Literacy programs

National Literacy and Health Program. Canadian Public Health Association.
Literacy and Health for Life/Alphabétisation et Santé pour la Vie.
Ottawa: National Literacy and Health Program, (Ongoing updates). [Online] 5 October 1998.

Available at: <http://www.nald.ca/nlhp.htm>; free.

This main Web page has both links to the Literacy and Health Resource Centre Bibliography and links to full-text information about "plain language." To get to the bibliography, click on "Online Resources." Then click on "NLHP Resouce Center." The bibliography includes books, articles, audiovisuals, brochures, and more. Resources cited cover plain language; literacy as a social determinant of health; and clear verbal communication. Also included are citations to actual limited literacy materials (brochures, newspapers, and more). The "Online Resources" section is also where one can find quick examples of how to write health information using plain language, why you should use it, and how to use the SMOG Readability Formula.

KEYWORDS: Literacy — Research/Materials development

[Patient Education].
Shreveport, LA: Louisiana State University Medical Center, 1996 [Online] 5 October 1998.

Available at: < http://lib-sh.lsumc.edu/fammed/pted/pted.html>; free.

This list of patient education materials, while short, is valuable because it provides the full text of easy-to-read information for a few medical procedures. Easy-to-read information is available on the following topics: chicken pox, common cold, constipation, circumcision, colonoscopy, colposcopy, cryotherapy, Human papillomavirus, LEEP (LEETZ), weight loss, conjunctivitis (pink eye), urinary tract infections, and 5-FU (drug information).

KEYWORDS: Infectious diseases/Surgery

PBS LiteracyLink.
***PEERLIT (Peers Evaluating Educational Resources): Health and Leisure.* (Ongoing updates). [Online] 17 November 1998.**

Available at: <http://litlink1.pbs.org/litteacher/peerlit/> Search for materials on "health and leisure" using the pull-down menu; free.

This Web site was designed for adult educators interested in finding peer-reviewed, full-text health lessons and materials for classroom use available on the Web for GED students. It creates opportunities for collaboration between teachers and learners who can suggest or review materials. The current health lessons reviewed include ones on medical ethics, environmental tobacco smoke, fitness and nutrition, and the heart.

KEYWORDS: Cardiovascular conditions/Medical ethics/Smoking/Wellness programs

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Rosenblum, Laurie B.
Breast and Cervical Cancer Resource Kit: Annotated Bibliography.
Boston: World Education, 1998.

Available from: World Education; 44 Farnsworth Street; Boston, MA 02210-1211; phone (617) 482-9485; $7.

This 49-page annotated bibliography of approximately 250 materials about the early detection of breast and cervical cancer was designed as part of the Health Education and Adult Literacy Project, but it can be a valuable resource on its own for people wanting culturally appropriate, easy-to-read information about the early detection of breast and cervical cancer. Besides easy-to-read information, the bibliography includes articles appropriate for teachers about "empowerment education" and the political issues regarding breast and cervical cancer. This bibliography describes a broad range of materials, including videos, books, posters/bookmarks, Web pages, articles, and more. The abstracts are clear and concise, but it is not always obvious how to order the materials.

KEYWORDS: Breast cancer/Cervical cancer

Rudd, Rima E. and Colton, Tayla.
An Overview of Medical and Public Health Literature Addressing Literacy Issues: An Annotated Bibliography. NCSALL Reports: #7.
Boston: National Center for the Study of Adult Learning and Literacy, 1998.

Available from: NCSALL; World Education; 44 Farnsworth St.; Boston, MA 02210-1211; phone (617) 482-9485; $5.

Forthcoming for free on the EasternLINCS Web site at: <http://easternlincs.worlded.org>.

This 49-page overview and annotated bibliography includes 177 citations to medical and public health articles published between 1990 and 1998. The articles, all indexed in the Medline database, are about how limited literacy can make it hard to get health information, including patient education materials, informed consent forms, discharge documents, and directions for self-care. The authors include a clear description of the search methods used to compile the bibliography. Overviews for the various sections include the links between literacy and health; literacy levels of patients, clients, or health program participants; comparisons between the readability of written patient education materials and the audience for whom they are intended; functional literacy in health institutions (what skills are needed); materials assessments of actual health education publications; the development and testing of research tools for assessing health literacy; descriptions of health education programs that make note of literacy issues; and guidelines for practitioners and health educators interested in materials development and teaching people with limited literacy.

KEYWORDS: Health education/Health status/Literacy — Research

AGENCIES

ORGANIZATIONAL RESOURCES

Included here is a short list of agencies that provide technical assistance, conduct research, and publish materials about health or literacy. It is by no means comprehensive.

If you would like to add an organization to the online version of this list, please contact the Health and Literacy Initiative at World Education.

Alpha Plus Centre
21 Park Road
Toronto, Ontario M4W 2N1 CANADA
Phone: (416) 397-5900
Fax: (416) 397-5915
http://www.alphaont.ca

The Alpha Plus Centre provides resources for adult learning. The Web site houses the online catalog of the Centre's adult literacy library which includes a large selection of health education materials. While only citations are available online, the Centre is willing to lend publications, for a fee. They distribute a "mini-bibliography" of information about health and literacy. They provide information for the Anglophone, Francophone, Native, and Deaf communities.

AMC Cancer Research Center
1600 Pierce Street
Denver, CO 80214
Phone: (303) 239-3405

The AMC Cancer Research Center is one of the founding member organizations of the National Work Group on Cancer and Literacy. People at the Center have created materials appropriate for use in adult literacy classes about breast and cervical cancer early detection. There is hope that the materials will be funded for national distribution in the near future. The Research Center has also created how-to materials about health and literacy agency collaborations, focus groups for planning cancer education programs, and more.

American Association for Advancement of Science
1200 New York Avenue, N.W.
Washington, DC 20005-3920
Phone: (800) 229-7809
Fax: (202) 371-9849
http://ehrweb.aaas.org

The AAAS is home to the Science + Literacy for Health program which aims to help people understand concepts in biology and health. They have produced a number of short readers on health and science topics at a GED level. Some of these are now available online; see their Web site to view *Your Genes, Your Choices* about the Human Genome Project.

American Self-Help Clearinghouse
St. Clare's Health Services
25 Pocono Road
Denville, NJ 07834
Phone: (973) 625-3037
http://www.cmhc.com/selfhelp

The American Self-Help Clearinghouse publishes a free online directory and a reasonably priced print version to over 800 national and international self-help support groups that cover a broad range of health concerns.

Canadian Public Health Association
1565 Carling, Suite 400
Ottawa, Ontario K1Z 8R1 CANADA
Phone: (613) 725-3769
Fax: (613) 725-9826
http://www.cpha.ca

The Canadian Public Health Association has been interested in the issue of literacy for years. It produces an information kit on Literacy and Health for Life that covers the scope of literacy issues in Canada; links between literacy status and health status; and plain language philosophy and techniques. By the end of 1999, they plan to publish the North American Plain Language Health Information Resource List.

Education Program Associates
1 West Campbell Avenue, Suite 40
Campbell, CA 95008-1039
Phone: (408)-374-3720
Fax: (408) 374-7385

EPA includes a publications department, consulting services, and a Resource Center about health. Their publications include easy-to-read (third grade reading level and up) and culturally sensitive print and audiovisual materials about family health and multicultural health. Family health topics include family planning, sexuality, STDs, substance abuse, and childbearing. EPA's consulting services provide training in culturally and linguistically appropriate health education materials development. EPA's Health Resource Center, a membership service, provides access to over 7,000 health education materials in English, Spanish, and Asian languages that have been evaluated for reading level, audience, cultural appropriateness, translation quality, and content.

Health Literacy Center, University of New England
Area Health Education Center Program
Hills Beach Road
Biddeford, ME 04005
Phone: (207) 283-0171

The Health Literacy Center provides consulting services, workshops, and publications. They help health organizations write easy-to-read documents and train health workers in communication skills. They do an annual workshop on Low Literacy Communication Skills for Health Professionals. Their products include *Write it Easy to Read: A Guide to Creating Plain English Materials*, multicultural clip art, and easy-to-read pamphlets. Current pamphlet topics include nutrition, tobacco, alcohol, heart disease, diabetes, HIV, women's health, mental health, family planning, injury prevention, oral health, immunizations, occupational safety, sexual harassment, and more.

Health Promotion Council of Southeastern Pennsylvania
311 South Juniper Street, Suite 308
Philadelphia, PA 19107-5803
Phone: (215) 546-1276
Fax: (215) 545-1395
http://www.libertynet.org/hpcpa/

The Health Promotion Council promotes health to those at greatest risk through publications and trainings. Their pamphlets and audiovisuals for African Americans, Latinos, and Asians, written at or below a sixth grade reading level, currently cover blood pressure, diabetes, smoking, stress, nutrition, and use of the health care system. The Council has materials in Spanish, Cambodian, Chinese, and Vietnamese. They have a seven-to-eight-week training and curriculum for community-based hypertension and diabetes control, offered in both Spanish and English.

Institute for the Study of Adult Literacy
Penn State University
102 Rackley Building
University Park, PA 16802-3202
Phone: (814) 863-3777
Fax: (814) 863-6108
isal@psu.edu

The Institute for the Study of Adult Literacy has a number of ongoing, collaborative, health-related research and curriculum development projects. Examples include working with Howard University on CARDES (CARdiovascular Dietary Education System), a project to develop nutrition education materials for limited-literacy, urban African Americans; working with the American Cancer Society, the Pittsburgh Cancer Institute, and the Cooperative Extension Service on the Northern Appalachian Leadership Initiative on Cancer; and working with the National Health and Education Consortium on developing Rosalie's Neighborhood, a curriculum that is part of a parent information project on health.

National Institute for Literacy
800 Connecticut Avenue, N.W.
Washington, DC 20202-7560
Phone: (202) 632-1500
http://www.nifl.gov/

NIFL is the source to turn to for finding out about literacy organizations and initiatives at the state and national level. NIFL's Web site includes an online directory of literacy resources across the nation. NIFL's Eastern LINCS Web site is home to a special collection of literacy and health information.

Office of Minority Health
P.O. Box 37337
Washington, DC 20013-773
Phone: (800) 444-6472
http://www.omhrc.gov

The Office of Minority Health provides print and online information and resource contacts about minority health issues. The Office's online database of organizations, programs, and documents includes contact information. The Office's resource persons network sets up health professional volunteers to provide technical assistance to community-based organizations regarding minority health issues. The newsletters are distributed free to interested parties.

World Education
Health and Literacy Initiative
44 Farnsworth Street
Boston, MA 02111-1211
Phone: (617) 482-9485
Fax: (617) 482-0617
http://www.worlded.org

The Health and Literacy Initiative, developer of this Compendium, provides technical assistance with materials assessment and development, and with developing participatory health education programs. The Initiative is currently providing technical assistance to ABE and ESOL programs that are integrating health into existing curricula; implementing the HEAL:BCC Project, a national demonstration project that brings breast and cervical cancer information into literacy and high school equivalency programs; and coordinating the Massachusetts Health Team, a collaboration of health educators and literacy practitioners. NIFL's Eastern LINCS Web site is maintained by World Education staff; the special collection on health and literacy is housed there.

PUBLISHERS AND DISTRIBUTORS

While many of the agencies listed below do more than just publish and distribute materials, they are listed here because their materials bring easy-to-read health information to the general public.

Agency for Health Care Policy and Research
Publications Clearinghouse
P.O. Box 8547
Silver Spring, MD 20907
Phone: (800) 358-9295
http://www.ahcpr.gov

The AHCPR produces materials at the eighth grade reading level. They distribute consumer versions of their clinical practice guidelines for a variety of conditions such as incontinence, pressure sores, cataracts, sickle cell disease, HIV, pain management, heart conditions, early Alzheimer's disease, and more.

AIDS Action Committee
131 Clarendon Street
Boston, MA 02116
Phone: (617) 437-6200
http://www.aac.org/

AIDS Action produces and distributes AIDS information that is easy-to-read. The main focus of the materials is on treatment of HIV/AIDS.

American Cancer Society
(800) 227-2345
http://www.cancer.org/search.html

The ACS has print and online cancer information, most of which is written at an eighth grade reading level. Their 800 number provides information 24 hours a day, seven days a week.

American Dietetic Association
216 West Jackson Boulevard
Chicago, IL 60606-6995
Phone: (312) 899-0040
Fax: (312) 899-1979
http://www.eatright.org//

The ADA publishes nutrition factsheets online regarding all aspects of nutrition, such as calcium requirements, limiting sodium or fats in one's diet, or healthy snacking. However, they are not designed to be easy-to-read. The ADA's book called Eating Healthy Foods was written to be easy-to-read.

American Heart Association
National Center
7272 Greenville Avenue
Dallas, TX 75231-4596
Phone: (800) 242-1793
http://207.211.141.25/

The Association provides information about fighting heart disease and stroke. They have six brochures that were designed to be easy-to-read. Most of their online factsheets, while containing valuable information, would not be appropriate for a beginning reader.

Asian and Pacific Islanders for Reproductive Health
310 Eighth Street, Suite 100
Oakland, CA 94607
Phone: (510) 268-8988
apirh@apirh.org

APIRH is completing the H.O.P.E. for Women Project curriculum, a popular education, limited-literacy piece for immigrant and refugee women about women's reproductive health.

Association of Farmworker Opportunity Programs
1611 North Kent Street, Suite 910
Arlington, VA 22209
Phone: (703) 528-4141
Fax: (703) 528-4145

The AFOP publishes information to educate farm workers about nutrition-related issues, including diabetes, heart disease, and pesticide safety. Most of the materials are in Spanish or English; a limited amount is available in Haitian Creole. They produce both written information and audiotapes.

Channing Bete Company, Inc.
200 State Road
South Deerfield, MA 01373
Phone: (800) 628-7733
Fax: (800) 499-6464
http://www.channing-bete.com

Channing Bete produces easy-to-read health information on a large range of topics: HIV/AIDS; STDs; sexuality; maternal and child health, including immunizations and nutrition; diseases and conditions such as hepatitis B & C, diabetes, or asthma; women's health; mental health; injury prevention; and substance abuse. The materials have been tested with adults who read below the seventh grade reading level.

ETR Associates
P.O. Box 1830
Santa Cruz, CA 95061-1830
Phone: (800) 321-4407
Fax: (800) 435-8433
http://www.etr.org

ETR produces health education pamphlets on a variety of topics, most at a seventh grade reading level or higher. Topics include HIV and STD treatment; birth control and safer sex; health promotion through nutrition and fitness; mental or emotional health; women's health, including premenstrual syndrome, osteoporosis, and hormone replacement therapy; and smoking cessation.

Food and Drug Administration
FDA Web
HFI-40
Rockville, MD 20857
http://www.fda.gov/opacom/lowlit/7lowlit.html

The FDA publishes easy-to-read health information on the Web in both Spanish and English. To get a free CD-ROM with most of the brochures, send the request to the above address. Topics include eating for a healthy heart; arthritis treatment; losing weight; safer sunbathing; what to do for colds and flu; nutrition and aging; keeping foods safe; and how to poison-proof one's home.

Krames Communication
1100 Grundy Lane
San Bruno, CA 94066-3030
Phone: (800) 333-3032
http://www.krames.com

Krames produces easy-to-read health information on a range of topics including health promotion such as nutrition, exercise, and smoking cessation; chronic disease management, including asthma and diabetes; senior health such as vision problems, incontinence, and rheumatology; women's health; maternal and child health; men's health; Medicaid; STDs; stress; substance abuse; and injury prevention.

Lutheran Settlement House
1340 Frankford Avenue
Philadelphia, PA 19125
Phone: (215) 426-8610
Fax: (215) 426-0581
luthersh@libertynet.org

The Lutheran Settlement House has produced a number of adult literacy education curriculums that incorporate student writings about health. Topics covered include nutrition, AIDS, family, homelessness, employment, and family violence.

National Cancer Institute
Cancer Information Service
Phone: (800) 422-6237
http://cancernet.nci.nih.gov/

The NCI has low-literacy cancer information in both Spanish and English. The NCI Web site includes cancer prevention, early detection and genetic testing information; communication and education resources for health professionals; resources to help everyone understand the basic science behind cancer and cancer research; a glossary; fact sheets and an index of publications; information for specific ethnic and racial groups; and clinical trials information.

National Center for Education in Maternal and Child Health
2000 15th Street North, Suite 701
Arlington, VA 22201
Phone: (703) 524-7802
Fax: (703) 524-9335
info@ncemch.org
http://www.ncemch.org

The National Center for Education in Maternal and Child Health has numerous print and online bibliographies on a wide range of health topics. One bibliography is limited literacy health information solely. The bibliographies include citations to materials and information about how to order the materials. The Center also has a national database of organizations involved in maternal and child health issues. The Center will do information searches on request.

National Institute of Diabetes and Digestive and Kidney Diseases
1 Information Way
Bethesda, MD 20892-3560
Phone: (301) 654-3327
ndic@info.niddk.nih.gov
http://www.niddk.nih.gov

The National Institute of Diabetes and Digestive and Kidney Diseases has published information in print and on the Web. They have a pamphlet series about diabetes that is easy-to-understand. The titles include I Have Diabetes: How Much Should I Eat?, I Have Diabetes: What Should I Eat?, and I Have Diabetes: When Should I Eat?

National Heart Lung and Blood Institute
Phone: (301) 251-1222
http://www.nhlbi.nih.gov/nhlbi/

The NHLBI has bilingual Spanish and English booklets in print and online about cardiovascular health and asthma. Materials cover weight management, smoking cessation, exercise, fats and cholesterol, and more. A number of their pamphlets have been specifically designed to be easy-to-read.

New Reader's Press
1320 Jamesville Avenue, Box 131
Syracuse, NY 13201
Phone: (800) 448-8878
Fax: (315) 422-6369

New Readers Press is the U.S. publishing division of Laubach Literacy. The press publishes ESOL, ABE, and pre-GED materials on a variety of topics, including a series of health information readers. Health materials include works of fiction and non-fiction.

Novela Health Education, University of Washington
Campus Box #35' 932
1001 Broadway, Suite 100
Seattle, WA 89122
Phone: (800) 677-4799
Fax: (206) 720-4382
novela@u.washington.edu
http://weber.u.washington.edu/~novela/catalogue.ht

Novela Health Education produces dramas in booklet and video form to present health education in Spanish and English. Current topics include AIDS and STDs; safety involving pesticide use or car driving; child health; and domestic violence. They also have some information written for medical interpreters and providers.

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SUBJECT INDEX

The keywords after each annotation are indexed here. If interested in materials about a particular subject, such as diabetes or cancer, search here to see what the Compendium includes.

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Health Promotion for Adult Literacy Students: An Empowering Approach. (p. 23)

Ideas in Action: Participatory Health and Literacy Education with Adults: Discussion Guide for Adult Basic Education and Literacy Instructors, Health Educators and Others. (p. 12)

Medicines and You: A Guide for Older Adults/Las Medicinas y Usted: Guía para las Personas Mayores. (p. 33)

Woman Talk: A Story Promoting Cervical Health. (p. 19)

Women Take Care…Take Action. (p. 22)

Web

Beyond the Brochure: Alternative Approaches to Effective Health Communication. (p. 16)

Child Safety: A Healthy Start. (p. 24)

Clear and Simple: Developing effective print materials for low-literate readers. (p. 17)

Combined Health Information Database. (p. 40)

Directory of National and State Literacy Contacts. (p. 42)

Eastern LINCS: Teacher Resources: Health. (p. 41)

Empowerment Health Education in Adult Literacy: A Guide for Public Health and Adult Literacy Practitioners, Policy Makers, and Funders. (p. 11)

ERIC Database. (p. 41)

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HIV/AIDS: A Collection of Stories and Skits. (p. 31)

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International AIDS Awareness Day: December 1, 1997: Activities for TESOL Classes. (p. 26)

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Literacy and Health: An Annotated Bibliography. (p. 40)

Literacy and Health for Life/Alphabétisation et Santé pour la Vie. (p. 42)

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My Life Story with Cancer/La Historia de Mi Vida con Cáncer. (p. 37)

[Patient Education]. (p. 42)

PEERLIT (Peers Evaluating Educational Resources): Health and Leisure. (p. 43)

Project Overcome. (p. 21)

Reméd Lakay: Haitian Home Remedies. (p. 34)

Teaching and Learning with Native Americans: A Handbook for Non-Native American Adult Educators. (p. 14)

Women's Health: Body Wisdom for Every Woman. (p. 24)

LANGUAGE INDEX

The materials here may be entirely or only partly in the language listed. For example, *Who Holds the Mirror?* has oral histories in Chinese, but the majority of the publication is in English. The materials here may also be merely signposts, leading to information in other languages. For example, the Multilingual Health Education Resource Guide will list publications in Cambodian, but the descriptions of the materials themselves are in English.

For other multilingual materials, see the agencies listed in the sections Organizational Resources and Publishers and Distributors. Many of these agencies distribute multilingual health information to the general public.

Arabic

Multilingual Health Education Resource Guide — 2nd ed. (p. 39)

Bosnian

Multilingual Health Education Resource Guide — 2nd ed. (p. 39)

Cambodian

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Chinese

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Healthy Beginnings: Lead Safe Families. (p. 22)

Who Holds the Mirror?: The Mural, Oral Histories, and Pedagogy of the Breast Cancer Oral History Action Project. (p. 14)

Filipino

Farmworker Nutrition Education Resource Guide. (p. 38)

French

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Haitian Creole

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Hmong

Farmworker Nutrition Education Resource Guide. (p. 38)

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Khmer

Healthy Beginnings: Lead Safe Families. (p. 22)

Laotian

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Portuguese

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Russian

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Somali

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Sotho

What If It's Me? Help with AIDS. (p. 29)

Spanish

Breast Cancer as I Lived It/Cancer del Seno como lo Vivi. (p. 35)

Cuando Tenemos Diabetes...Lo Que Más Afecta Nuestro Nivel de Azúcar es la Comida que Comemos y como la Cocinamos: Guía para Puertorriqueños con Diabetes: Como Comer Saludablemente. (p. 35)

Farmworker Nutrition Education Resource Guide. (p. 38)

[Harborside Community Center Home Page]. (p. 23)

Healthy Beginnings: Lead Safe Families. (p. 22)

Meal Planning for People with Diabetes/Planificación de Comidas para Personas con Diabetes — 3rd ed. (p. 33)

Medicines and You: A Guide for Older Adults/Las Medicinas y Usted: Guía para las Personas Mayores. (p. 33)

Multilingual Health Education Resource Guide — 2nd ed. (p. 39)

My Life Story with Cancer/La Historia de Mi Vida con Cáncer. (p. 37)

One Minute Asthma: What You Need to Know/El Asthma en Un Minuto — 2nd ed. (p. 34)

What a Friend Can Do for You/Lo Que una Amiga Puede Hacer para Ti. (p. 35)

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Thai

Farmworker Nutrition Education Resource Guide. (p. 38)

Vietnamese

Farmworker Nutrition Education Resource Guide. (p. 38)

Healthy Beginnings: Lead Safe Families. (p. 22)

Multilingual Health Education Resource Guide — 2nd ed. (p. 39)

Xhosa

What If It's Me? Help with AIDS. (p. 29)

Zulu

What If It's Me? Help with AIDS. (p. 29)

READING LEVEL INDEX

Within the annotations, the reading levels of curricula and readers are noted only when provided by the author or distributor. This index is intended to provide a rough guide to the reading levels of all the curricula and readers.

Materials are categorized roughly into these categories: beginning level materials are written at grade levels 1 to 4, or for beginning speakers of English; middle level materials are written at grade levels 5 to 7; and high level materials are written at grade levels 8 to 10, or for those in pre-GED or GED programs. Curricula written for a variety of audiences are listed under the category "multi-level."

For other reading materials that are easy-to-read, see the section titled Bibliographies and Databases. Many of the materials listed under Bibliographies and Databases will provide citations to limited literacy brochures and pamphlets. Also see the agencies listed in the sections Organizational Resources and Publishers and Distributors. Many of these agencies distribute limited literacy health information to the general public.

Curriculum: Beginning

ESL for Farm Safety: AFOP's Working with English Series. (p. 27)

Lifelong Learning Online. (p. 20)

Lifeschool 2000: Health. (p. 20)

Project Overcome. (p. 21)

Rosalie's Neighborhood. (p. 20)

A Taste of English: A Nutrition Workbook for Adult ESL Students. (p. 27)

Women Take Care...Take Action. (p. 22)

Curriculum: Middle

Diapers, Dishes, and Deep Breathing: A Stress Management Workshop for Mothers: Curriculum Outline. (p. 28)

Lesson 1: Mammograms. Lesson 2: Pap Tests Take Charge of Your Health (Series). (p. 19)

Playing it Safe: Dramas, Stories, and Lessons about AIDS. (p. 23)

Surviving the 90's: Alcohol, Other Drugs, and HIV/AIDS: Health Education for English as a Second Language and Adult Literacy Programs. (p. 25)

Curriculum: High

Breast Cancer and the Environment: A Curriculum Guide. (p. 26)

Health Information: How to Find Out What to Do. (p. 21)

International AIDS Awareness Day: December 1, 1997: Activities for TESOL Classes. (p. 26)

Literacy for Health: Improving Health in the Inner City: Final Report and Curriculum Modules. (p. 24)

Curriculum: Multi-level

Breast and Cervical Cancer Curriculum Sourcebook. (p. 25)

E-Square Health Center. (p. 25)

From the First to the Last Ash: The History, Economics, and Hazards of Tobacco. (p. 24)

A Grab Bag of Health: A Collection of Health-Related Activities for the ESL Classroom. (p. 22)

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Who Has the Right?: Jigsaw Unit. (p. 19)

Readers: Beginning ESOL/ABE

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Domestic Violence. Today's World (Series). (p. 34)

HIV/AIDS: A Collection of Stories and Skits. (p. 31)

How to Feel Good: Learning to Relax and Exercise, an Invitation. (p. 30)

I Call it the Curse!: A Book About Periods. (p. 32)

My Life Story with Cancer/La Historia de Mi Vida con Cáncer. (p. 37)

Reméd Lakay: Haitian Home Remedies. (p. 34)

Speaking out on Health: An Anthology. New Writers Voices (Series). (p. 36)

What a Friend Can Do for You/Lo Que una Amiga Puede Hacer para Ti. (p. 35)

Readers: Medium

About Alcohol and Other Drugs. For Your Information (Series). (p. 29)

About Cancer. For Your Information (Series). (p. 29)

Brain and Behavior: Mental Disorders and Substance Abuse. (p. 36)

The Childbearing Year. (p.32)

Cuando Tenemos Diabetes...Lo Que Más Afecta Nuestro Nivel de Azúcar es la Comida que Comemos y como la Cocinamos: Guía para Puertorrique_os con Diabetes: Como Comer Saludablemente. (p. 35)

Eating Right. A Quick and Easy Guide (Series). (p. 31)

Getting Fit. For Your Information (Series). (p. 31)

Getting Good Health Care. For Your Information (Series). (p. 31)

Happy Hour. (p. 34)

Having a Baby. A Quick and Easy Guide (Series). (p. 32)

Managing Stress. A Quick and Easy Guide (Series). (p. 32)

Selected from Borrowed Time: An AIDS Memoir. (p. 33)

Staying Well. For Your Information (Series). (p. 36)

Taking Care: A Handbook about Women's Health — Revised and Updated. (p. 30)

What If It's Me? Help with AIDS. (p. 29)

Women's Health. A Quick and Easy Guide (Series). (p. 37)

You Can Give First Aid. (p. 30)

Readers: High (Pre GED/GED)

Meal Planning for People with Diabetes/Planificación de Comidas para Personas con Diabetes — 3rd ed. (p. 33)

Medicines and You: A Guide for Older Adults/Las Medicinas y Usted: Guía para las Personas Mayores. (p. 33)

One Minute Asthma: What You Need to Know/El Asthma en Un Minuto — 2nd ed. (p. 34)

Who Holds the Mirror?: The Mural, Oral Histories, and Pedagogy of the Breast Cancer Oral History Action Project (Oral histories). (p. 14)

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